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ABSTRACT

A study investigated interrelationships between educational background and membership in "groups of special interest"--women, blacks, Hispanics, Native Americans, Asians, persons of low socioeconomic status (SES), handicapped individuals, and persons with limited English proficiency. Data were from the High School and Beyond sample and the sample from the National Longitudinal Surveys of Labor Market Experience Youth Cohort. The secondary vocational education curriculum attracted, in disproportionate numbers, youth with low SES, lower ability, and feelings of personal inadequacy. White men were most likely to enroll. Within the vocational education curriculum were pronounced gender differences by specialty. The likelihood of continuing education beyond high school was significantly greater for youths of higher SES, greater ability, and higher self-esteem. A secondary vocational curriculum paid off in earnings for youth subsequently employed in jobs related to training. Significant gender differentials in earnings existed. Regarding race and ethnicity, no statistically significant earnings differentials favored whites. Policy measures were implied by the absence of racial labor market discrimination, absence of racial and ethnic earnings differentials, and overrepresentation in vocational education of students with low self-esteem and their subsequent lower educational and labor market achievement. (YLB)

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OUTCOMES OF VOCATIONAL EDUCATION FOR WOMEN, MINORITIES, THE HANDICAPPED, AND THE POOR

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FOREWORD

An understanding of who is served by secondary vocational education is useful to the formation of educational policy. In addition, the labor market effects for those served are of equal concern to educators. Research has indicated that racial/ethnic minority groups, and individuals with low socioeconomic status, handicaps, and limited English proficiency may not have equal access to all parts of the secondary education curriculum. Moreover, research has documented the extent to which these special groups (including women) lack equitable economic success in the labor market. This study builds upon previous work relating to the effect of secondary curriculum, primarily vocational, on the labor market experiences of special groups.

The intended audience for this report is made up of both policymakers and researchers in vocational education. The executive summary and chapter 5 provide succinctly stated conclusions and discussions of these implications. Chapters 2, 3, and 4 provide the background and support for the conclusions. These chapters also lay out the methodology and results in a form useful to researchers who may wish to replicate or build upon the research reported here.

The combined data from the National Longitudinal Survey of Labor Market Experience, Youth Cohort (NLS-Youth) and the high school transcripts of a subsample of this survey are major sources of the information analyzed. The NLS-Youth survey was developed by the Center for Human Resource Research at The Ohio State University, with support from the U.S. Departments of Labor and Defense. An additional source of data is the High School and Beyond longitudinal survey (HS&B) with a subsample of high school transcripts from this database, funded by the National Center for Education Statistics. The National Center for Research in Vocational Education extends its appreciation to the Office of Vocational and Adult Education, U.S. Department of Education, which funded the National Center's analyses of these two databases and the effort to collect transcripts.

This study was conducted in the Evaluation and Policy Division of the National Center under the direction of N. L. McCaslin, Associate Director. Paul B. Campbell, Senior Research Specialist, served as project director. John Gardner, Economist at the Workers Compensation Institute, and Robert M. Thorndike, Professor of Psychology at Western Washington University, contributed to the design of the analyses by providing thoughtful suggestions and ideas. Additionally, we thank Research Specialist, Debra Bragg; Program Assistants, Mary Beth Dauner and Marie Parks; and Graduate Research Associate, Karen Basinger, for their work in preparing this report. Herbert Parnes, Professor Emeritus, The Ohio State University, while serving as a Visiting

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EXECUTIVE SUMMARY

The fourfold objectives of this study are to ascertain the following:

- What environmental factors and student characteristics--including membership in selected population "groups of special interest"--are associated with enrollment in the several high school curricula. The groups of special interest are women, blacks, Hispanics, Native Americans, Asians, persons of low socioeconomic status (lowest quartile), the handicapped, and persons with limited English proficiency (LEP).

- How high school curriculum and membership in the groups of special interest affect the extent and character of postsecondary education.

- How high school curriculum affects subsequent success in the labor market (controlling for postsecondary education), and whether the effects appear to be the same for each of the groups of special interest.

- How membership in each of the groups of special interest affects labor market experience when both educational experience and other personal and environmental characteristics are controlled.

To meet these objectives two longitudinal data sets have been used, each based on a representative national sample of high school graduates: the High School and Beyond (HS&B) sample and the sample from the National Longitudinal Surveys of Labor Market Experience Youth Cohort (NLS-Youth). Although neither was designed specifically for the purposes of the present study, each is remarkably rich in the data required for the analysis and has been supplemented by collection of high school transcripts for a subsample of respondents.

The data have been analyzed primarily by means of multivariate techniques, so that all relationships that are described in the findings are net relationships--that is, they reflect statistically significant coefficients in a multiple regression model with appropriate controls for other variables.

Determinants of High School Curriculum

The high school vocational education curriculum attracts, in disproportionate numbers, youths from the lower socioeconomic strata, rural youths, youths of lower ability (as measured by

conventional intelligence or academic achievement tests), and youths with feelings of personal inadequacy (low self-esteem). Hispanic, black, and Asian men (but not Native American), are less likely than majority white men to enroll.

There are pronounced gender differences in distribution by specialty within the vocational education curriculum. For example, Trade and Industry substantially overrepresents males, while Business substantially overrepresents females. Among the specialties with lower enrollments, males are overrepresented in Agriculture and underrepresented in Health Care.

Determinants of Postsecondary Education

The likelihood of continuing education beyond high school is significantly greater for youths of higher socioeconomic status, greater ability, and higher self-esteem; youths with more favorable high school grades; and youths from urban environments. There are also differences by race/ethnicity in the likelihood of further education. Hispanic and black high school graduates--men and women alike--are significantly more likely than majority white men to continue their education. Although graduates of the academic curriculum are more likely than those of the other curricula to continue their education beyond high school, vocational graduates are just as likely as general graduates to do so.

When attention is confined to those who continue their education beyond high school, there are differences according to both high school curriculum and race/ethnicity in the type and extent of further education. By and large, the same factors that channel youths into the vocational curriculum in high school tend to channel the high school graduates into vocational, trade, or business schools (as opposed to 2- or 4-year colleges). Moreover, even with these factors controlled, graduates of the high school vocational curriculum are more likely than those from the general curriculum to enter these types of schools. Hispanics and blacks are less likely than majority whites to do so.

Among high school graduates who enter 2- or 4-year colleges rather than vocational, trade, or business schools, those from higher socioeconomic status (SES) backgrounds, with greater ability, with better high school grades, and with higher self-esteem go into the 4-year programs. Controlling for these factors, black men and women are more likely than majority white men to do so.

Earnings

Pursuing a vocational curriculum in high school has a payoff in hourly and weekly earnings for youths who are subsequently

employed in jobs related to their training. However, the favorable results for the vocational curriculum are tempered by the fact that well over one-half of the workers whose high school transcripts indicated a vocational program were working in jobs apparently unrelated to their training; for these persons no earnings advantage is discernible.

Variations in the extent of postsecondary education (other things being equal) make a substantial difference in hourly and monthly earnings. Persons with 4 or more years of postsecondary work have an earnings advantage of 20 percent or more over those who ended their education with graduation from high school.

With education and other factors related to productivity controlled, significant gender differentials in earnings remain. Depending on the sample and the measure of earnings used, white females earn from 8 to 28 percent less than white males, and differentials of about 10 percent or more prevail among blacks, Hispanics, and low-SES individuals of all races. With respect to race and ethnicity, on the other hand, no statistically significant earnings differentials appear in favor of majority whites, once other characteristics are controlled. Specifically, the earnings of white males do not differ significantly from those of blacks or Hispanics. Native American males may constitute an exception to the generalization. While there are too few of them for confident estimates, it appears that their earnings may be lower than those of otherwise comparable whites. Among women, none of the data show differentials in favor of majority whites, and in several cases significant differences in favor of blacks and Hispanics appear.

Labor Force Participation and Employment

Both labor force participation and employment appear to be more continuous for graduates of the high school vocational education curriculum than for other high school graduates. Black males have both less continuous labor force participation and less favorable employment experiences than their white counterparts. As would be expected, women of all racial and ethnic groups have lower rates of labor force participation than white males; black women also have less regular employment.

Interpretations and Policy Considerations

The absence of evidence of racial labor market discrimination in this study is significant from a policy viewpoint, because it suggests the importance of keeping the Hispanic, black, and low-SES students in high school. There is reason to believe that reducing the above-average dropout rates of these

groups would have an even greater effect on their subsequent labor market success than an equivalent reduction in dropout rates would have for whites.

The absence of racial and ethnic earnings differentials is encouraging; on the other hand, the pronounced gender differences that have been found in all of the analyses are cause for concern. It is difficult to avoid the conclusion that such differentials stem at least in part from differences in the socialization process for men and women that lead women into lower paying work. In this context, the goal of educational policy should be to eliminate the gender stereotypes that elicit this result. As a specific example, increased attention needs to be given to overcoming the overrepresentation of women in the vocational education specialties that are associated with low-paying jobs.

The positive earnings differentials for high school graduates of the vocational curriculum provide clearer justification for the program than most earlier studies provided, but the fact that the earnings advantages are confined to those in training-related jobs, coupled with the fact that this group constitutes only a minority of all vocational graduates, is disquieting. There is need to know more about the reasons that so many vocational graduates enter lines of work that are apparently unrelated to their training.

Two quite separate policy measures are suggested by the findings that students with low self-esteem are overrepresented in vocational education and that their subsequent educational and labor market achievements are lower than those of students with better self-images. First, from the vantage point of the student, anything that can be done in the schools to improve self-concept among those with low self-esteem will tend to reduce inequalities in educational achievement and labor market rewards. However, to the extent that such efforts are successful, they might lead to reduced enrollments in vocational education, if vocational education is perceived as a second-class curriculum. The appropriate policy objective in this context is to change the substance and/or image of vocational education in order to make it no less attractive to self-perceived "winners" than to self-perceived "losers".

CHAPTER 1

INTRODUCTION

The Problem and Its Context

Problem

Education can be said to achieve excellence when it serves both individuals and society well. Vocational education is designed to serve society by teaching young people skills needed in many segments of the economy. In so doing, the vocational curriculum contributes to the well-being of the country. At the same time, those involved in vocational education hope to enable young people to move toward their own individual goals.

A considerable amount of research has attempted to ascertain whether secondary vocational education provides a more effective preparation for the world of work than the other high school curricula, but the results have been inconclusive. Most studies that have made straightforward comparisons between high school graduates of the vocational and the general curricula have concluded that women seem to benefit more than men from vocational training (Grasso and Shea 1979). More recent studies that have controlled for training-related job placement have found an overall advantage for vocational education that is, however, considerably more pronounced for males than for females and that may not exist at all for racial and ethnic minority groups (for example, Campbell and Basinger 1985).

These uncertainties point to the need for additional research based on the best and the most recent available evidence. Moreover, in addition to the general question of the relative merits of vocational education, it is important to know whether that curriculum is differentially effective for subsets of the population that have traditionally experienced greater-than-average difficulties in the labor market: women, members of racial and ethnic minorities, the physically handicapped, and persons with limited English proficiency (LEP). Although there have been numerous labor market studies that document the disadvantaged position that most of these groups occupy, very little is known about whether the education-labor market nexus is different for them than for the rest of the population. More specifically, it is desirable to know whether membership in these groups, other things being equal, affects the selection of high school curriculum, the extent and character of postsecondary education, and post-school labor market success. Answers to these questions are obviously important not only for evaluating vocational education, but also for providing appropriate advice to these "groups of special interest."

Finally, it is important to recognize that vocational education is not all of one piece. Previous research has suggested that the labor market outcomes of vocational education may vary among the several areas of specialization. It is known, for instance, that women who graduate from trade and industry programs tend to have higher earnings than female graduates in general. Similarly, minority group women with office specialties earn more than other minority group women. These findings point to the need to at least ascertain the way in which the groups of special interest are distributed among the several vocational education specialties.

Objectives

The purpose of this study is to fill the gaps referred to in the preceding three paragraphs. More specifically, it will focus on the following issues:

- Variation in high school curriculum among gender, racial/ethnic, handicapped, and LEP groups.
- The effects of high school vocational education, relative to the general curriculum, and the effects of membership in the groups of special interest on the extent and character of subsequent education.
- The effects of high school curriculum for the population at large and for the groups of special interest on several measures of labor market success: hourly and monthly earnings, regularity of labor force participation, and steadiness of employment for the total population and for the groups of special interest.

Data Sources

Evidence on the foregoing questions will be developed through both descriptive cross-tabulations and multivariate analyses of two National longitudinal data bases: The National Longitudinal Survey of Labor Market Experience-New Youth (NLS-Youth) and the High School and Beyond survey. The former is a representative National sample of 12,686 male and female youths interviewed for the first time in 1979; data from the 1983 follow-up are available for this report. The latter is a National sample of approximately 30,000 high school sophomores surveyed in 1980 and most recently in 1984. These two data sets constitute the most comprehensive and the most recent available data for exploring the kinds of issues described. Where both data sets point to the same conclusions, a high degree of confidence may be placed in their validity.

The remainder of this report is organized in the following manner. Chapter 2 reviews the findings of the relevant research literature--particularly relating to the effects of the vocational education curriculum and the status of the groups of special interest. Chapter 3 discusses the methodology and provides descriptions of the data sources. The findings are presented in chapter 4. The summary, conclusions, and implications for policy comprise chapter 5.

CHAPTER 2

BACKGROUND

This chapter begins with a presentation of demographic data on racial/ethnic minorities and on other "special groups" of primary concern in this report: Black Americans, Hispanic Americans, Asian-Americans, and Native Americans; and persons from low socioeconomic status backgrounds; those with limited English proficiency; and those with handicaps. Next, several well-known labor market theories relating to minority group status are described. Lastly, research findings are presented on the impact of vocational education and special group membership on labor market status.

Demographics of Special Groups

Over the past several years, data compiled by the U.S. Bureau of the Census have documented the rapid growth rate of the country's racial/ethnic minority populations in comparison to that of the white population. In addition, demographic data have documented the substantial number of low socioeconomic status, limited English-proficient, and handicapped persons in the country today. Of interest to educators, particularly secondary vocational educators, is whether or not the diverse needs of such special groups are met by the educational system.

Black Americans

Black Americans are the largest and most visible racial/ethnic minority group in the United States today. According to 1980 Census data (U.S. Bureau of the Census 1983), there are approximately 26.1 million blacks in the United States; they comprise 11.5 percent of the total U.S. population. Over half of this population resides in the southern states. However, more black Americans live in New York State (2.2 million) than in any other single state in the country.

Between 1980 and 1984, the black population grew at a more rapid rate than the white population (6.7 percent versus 3.2 percent) (Current Population Reports, March 1985a). Rates of growth, however, for both the black and white populations have declined dramatically since 1960--blacks by one-third and whites by more than one-half (Current Population Reports, July 1985).

In 1970, blacks constituted 89.7 percent of the Nation's racial/ethnic minority population. That proportion declined in 1982 to 82.5 percent. By the year 2000, it is estimated that the proportion of the Nation's minority population that is black will

be down to 78.9 percent (Current Population Reports, May 1984). In large part, the black proportion will decline due to the high net immigration of Asian and Spanish-speaking peoples and the high birth rates of these groups.

Hispanics

The Hispanic population in the United States is mostly, but not entirely, comprised of individuals of Mexican and Mexican-American, Puerto Rican, and Cuban origin. According to 1980 Census data (U.S. Bureau of the Census, May 1983), there are approximately 14.6 million Hispanics living in the United States (not including the estimated 8 million undocumented Spanish speaking residents); they comprise 6.4 percent of the nation's population. Of the Hispanic population, 60 percent are Mexican-Americans, 14 percent are Puerto-Ricans, and 5.5 percent are Cuban-Americans. The remainder come from other Latin American countries or Spain.

Residence is concentrated primarily in the South and West; of Mexican-Americans, 75 percent reside in either California or Texas; 60 percent of Cuban-Americans live in Florida; and 50 percent of Puerto Ricans reside in New York (U.S. Bureau of the Census 1980). Hispanics are the most urbanized racial/ethnic minority (87 percent live in metropolitan areas).

A report published by the Center for Continuing Study of the California Economy (1982) estimates that by the year 2000, the Hispanic proportion of the Nation's population will increase from 6.4 percent (1980) to 8.6 percent. That is, by the year 2000, a total of 23.1 million Hispanics, of whom only 2.8 million will be recent immigrants, will be living in the United States. Factors accounting for the projected growth of the Hispanic population over the next two decades are (1) Hispanic immigration, (2) the increasing proportion of women of childbearing age who are Hispanic, and (3) the high birth rate for Hispanics in comparison to other racial/ethnic groups.

Native Americans

According to the 1980 Census (U.S. Bureau of the Census, May 1983), there are approximately 1.4 million Native Americans (includes Eskimos and Aleuts) living in the United States. As of 1980, Native Americans comprise 0.6 percent of the entire U.S. population. A large proportion of this population resides in the southern and western regions of the country. Native Americans are the least urbanized of the racial/ethnic minority groups; place of residence of this population is approximately equally divided between urban and rural areas.

Approximately one-third of Native Americans continue to live on reservations. A primary factor to be considered when examining the labor force experience of Native Americans is their tendency to move back and forth between the reservation and the city (Almquist 1979). Consequently, tracking this population is particularly difficult.

Asian Americans

The racial/ethnic minority group of Asian-Americans described here includes individuals from many Asian subgroups (for example, Chinese, Japanese, Filipino, Vietnamese, Korean, and Hawaiian). Because each of these subgroups is relatively small, they are typically combined for analytical purposes under the broader Asian-American categorization, even though there is considerable cultural diversity among the subgroups.

The 1980 Census counted approximately 3.5 million Asian-Americans (U.S. Bureau of the Census, May 1983). Of the 3.5 million Asians residing in the United States, approximately 1.2 million live in California. Throughout this century the number of Asian-American residents in the Nation has steadily grown. In the 1900s they made up less than 0.3 percent of the Nation's population, growing gradually to 0.4 percent by 1950, 0.5 percent in 1960, 0.7 percent in 1970, and 1.5 percent in 1980. According to population projections, approximately 4 percent (9.9 million) of the U.S population will be of Asian origin by the year 2000. Even with such a growth in population, however Asians will remain the country's third largest minority after blacks and Hispanics.

Low Socioeconomic Status (SES)

According to Census data, approximately 13 percent of the population (29.3 million persons) lived below the federal poverty level in 1980--$8,414 for a nonfarm family of four (Current Population Reports, September 1982). It is estimated that approximately 25 percent of all families in the United States earned less than $12,500 in 1980 (Current Population Reports, August 1985). Poverty rates in 1982 differed widely among various racial/ethnic groups: 12 percent for whites, 35.6 percent for blacks, and 29.9 percent for Hispanics (Current Population Reports, July 1982).

Poverty levels are especially high among families maintained by a woman with no husband present. According to Census data, such families made up 48 percent of all families below the federal poverty level in 1980 (Current Population Reports, September 1982). Concentration of the poor in families with a female as head-householder is especially evident among blacks and Hispanics. Black female-headed households accounted for 71 percent

of all poor black families in 1980; in 1969 the percentage was 54. In 1982, 60.1 percent of Hispanic families maintained by women were below the poverty level, compared with 53.3 percent in 1978 (Current Population Reports, July 1982).

Limited English Proficient (LEP)

Over the past decade, the number of LEP persons in the country has grown rapidly. In 1980 approximately 30 million people in the United States spoke a native language other than English (these people are not necessarily limited in English proficiency). States reporting the highest percentages of LEP persons in the country are Texas, California, and New Mexico; 11 States have LEP rates above the national average of 2.3 percent (Condition of Education 1983). By the year 2000, it is estimated that the number of persons whose native language is other than English will rise to 39.5 million (InterAmerica 1980).

According to a survey conducted by the U.S. Bureau of the Census (1976), persons whose native language is other than English have not experienced high levels of economic and occupational success. One study on the employment conditions of LEP youths (Passmore et al. 1982) estimated that during 1979 approximately 5.5 percent of 16 to 21-year-olds in the United States preferred to use a language other than English or reported that limited English skills impaired their employment opportunities.

Handicapped

In Vocational Preparation of Persons with Handicaps, Brolin (1982) identifies the major disabilities that result in handicap status. They are as follows:

- Mental retardation. Classifications range from mild to profound; prevalence in the general population is 3 percent, with the mildly retarded constituting 89 percent of this figure.

- Mental/emotional/behavioral disorders. These include neurosis, psychosis, depression, manic-depression and schizophrenia diagnoses. Two to three percent of the general population have the serious mental disabilities listed here.

- Spinal cord disabilities. Approximately 0.5 percent of the population has this disability, manifested as monoplegia, hemiplegia, triplegia, quadriplegia, or paraplegia.

- Cerebral palsy. Slightly less than 0.5 percent of the general population suffers from this disability.

- Epilepsy. These include grand mal, Jacksonian, petit mal, and psychomotor. This condition disables about 0.5 percent of the general population in the United States.

- Visual impairments. Included are individuals regarded as legally blind (can see with corrections) to those who are totally blind. This disability currently affects about 0.4 percent of all Americans.

- Hearing impairments. This category includes conductive, sensory-neural, and central impairment. About 6.3 percent of all Americans are hearing impaired.

- Learning disabilities. Between 2 percent and 3 percent of the population suffers from learning disabilities, which include deficits in perceptual-motor ability, attention span, memory, and academic thinking/learning skills.

The United States Office of Education issued the following position statement through the United States Commissioner of Education on June 10, 1978: "An appropriate comprehensive vocational education will be available and accessible to every handicapped person." In the fall of 1979, only 2.5 percent of all students in vocational education programs were handicapped (Condition of Vocational Education 1981). This reported percentage is far below the percentage of 10 percent that one would expect based on the prevalence of those with handicapping conditions in the general school age population.

Approaches to Minority Group Labor Market Status

Evidence of race and gender effects on occupational achievement and income is pervasive. Minorities are concentrated in low-status occupations and earn substantially less than whites (Portes and Wilson 1976, Smith and Welch 1977, Johnson and Sell 1976). Women are concentrated heavily in traditionally female occupations and consistently earn less than men (Bridges 1982, Treiman and Hartman 1981, Mincer and Polacheck 1974). Several theories have been postulated to explain such race and gender disparities in labor market status.

Theories of minority labor market status differ in their emphasis on the importance of individual motivation, personal

family background, employer's role, and uncontrollable market forces as factors in depressing minority group success in the labor market. Some theories emphasize, to a large degree, the influence of family and individual choices. Other theories stress the nature of the economic system in sustaining labor force inequality. A brief review of the major theories is provided next. Basic tenets from most of the theories to be discussed were useful in formulating the analyses and interpreting the findings of the present project.

Status Attainment Model

The basic notion in the status attainment model (see Haller [1982] and Colclough and Horan [1983] for reviews) is that career statuses such as education, occupation, and income are passed from one generation to the next via a sequence of interpersonal processes: parental status affects the status achieved by their children indirectly through a chain of effects. The status attainment model holds that the social status of one's parents (as well as peers) affects the level of schooling achieved, which, in turn, affects the occupational status level that one achieves. According to this view, minority group members are handicapped because, generally, their parents have lower labor market status than members of the white majority. Empirical studies (Sewell and Hauser 1975; Otto and Haller 1979; Alexander, Eckland, and Griffin 1975) tend to support the status attainment model, although the model is not capable of explaining income attainment nearly as accurately as it explains educational and occupational attainments. In part, the present research is guided by this model.

Human Capital Theory

Human capital theorists (Blinder and Weiss 1976; Ghez and Becker 1975) portray individuals as having a choice or active role in their labor market future. Human capital models hold that individuals make a series of decisions that either add to or detract from their value as employees. These decisions and actions (for example, dropping out of school versus remaining in school; searching for a specific job versus taking whatever comes along) are viewed as investments in one's personal human capital, and this process of human capital accumulation determines the occupations for which individuals are eligible. Thus, human capital theorists are inclined to view male-female wage inequality as a result of the choices of women to work in overcrowded and/or low-paying fields. For example, women continue to enter secretarial or clerical fields that require little training (educational investment) and where supply far exceeds demand. In addition, women have long absences from the labor force for

childbearing and child-rearing purposes. Therefore, their work experience, also viewed as a possible form of human capital investment, is much less extensive than that of their male counterparts. Basic notions of this theory are considered in the present study.

Dual Labor Market Theory and Radical Economic Theory

Dual labor market theory (see Hodson and Kaufman 1982 for a critique) holds that the responsibility of individuals in controlling their occupational labor market future is offset by segmentation in the labor market. The labor market, according to Doeringer and Piore (1971), consists of at least two distinct segments--primary and secondary--that afford individuals very different opportunities in terms of wages, upward mobility, and job security. Minority group members tend to become trapped in the secondary labor market. Dual labor market theorists argue that it is this segmentation of the market, accompanied by labor market discrimination, that largely explains racial and gender inequalities in the labor force. A number of empirical tests of dual labor market theory have been made, but economists are still divided about its validity (Cain 1976; Dickens and Lang 1985).

Radical economic theorists (Wachtel 1972; Braverman 1974) pay little attention to individual skill and worker qualifications but instead focus on the class-based nature of production and relationships between employee and employer. Radical economic theory is largely rooted in Marxist philosophy and claims that capitalism necessitates poverty, inequality, and large numbers of poorly paid laborers. However, little formal testing of radical economic theories has occurred.

Although conceptualization of the present project did not rest heavily on dual labor market theory or radical economic theory, both theories are worthy to note. They represent alternative ways of interpreting racial, ethnic, and gender inequalities in the labor force.

The Effects of Secondary Vocational Education

Within recent years, numerous investigators have studied the impact of receiving a secondary vocational education on indicators of labor market success. Comparisons of hourly earnings, labor force participation, and employment rate, to name a few economic outcomes, are made between youths who received some degree of vocational instruction in high school and others who followed either an academic or a general curriculum; some of the studies have differentiated among several of the special groups that are subjects of the present report. This body of literature provides a useful backdrop for the present study. In addition,

consideration is also given to data on variation among the special groups in enrollment patterns across specialty areas within secondary vocational education, because research suggests that area of specialization affects, to some degree, the labor market outcomes of vocational education graduates.

Enrollment Patterns of Special Groups

In the fall of 1979, approximately 15 percent of all secondary education vocational students were black, 4 percent were Hispanic, Asian-Americans and Native Americans each represented less than 1 percent, 0.7 percent were LEP students, and 2.5 percent were handicapped (Condition of Vocational Education 1981). Meyer (1981) examined the vocational education enrollment patterns of black, Hispanic, and white men and women who graduated from high school in 1972. He reported that black men and women, on average, took more vocational education courses than white men and women, and Hispanics took more courses than either of those two groups. Campbell, Orth, and Seitz (1981) reported, on the other hand, that Hispanic males were only slightly more likely to take vocational education courses at the secondary level than were black or white males. No differences were found in overall participation in vocational education among white, black, and Hispanic females. The findings of Campbell, Orth, and Seitz were based on analyses of transcripts and interview data from the 1979 and 1980 National Longitudinal Survey--New Youth (NLS-Youth).

Benson and Hoachlander (1981) examined the enrollment patterns of secondary vocational education students in 10 states by race/ethnicity (that is, blacks, Hispanics, Asian-Americans, and Native Americans) and gender. In addition, the study included data on the enrollment patterns of handicapped, disadvantaged, and LEP students. General findings of the study are as follows:

- Minority students, relative to their numbers in the larger student population, were underrepresented or proportionately represented in vocational education programs at the secondary level.

- Females, relative to their numbers in secondary vocational education, were overrepresented in consumer and homemaking programs, whereas males dominated trade and industry programs as well as the agriculture programs in secondary vocational education.

- When vocational education programs were ranked in terms of employment opportunities and average expected wages, analysis of programs revealed that women were consistently concentrated in programs with a large number of job opportunities but with low wage expectations. A similar but considerably weaker pattern was observed for minority students enrolled in secondary vocational education.

Meyer (1981) also examined the vocational specialties of black, Hispanic, and white men and women who were 1972 high school graduates. Meyer reported that black men were more likely to take courses in agriculture than either Hispanic or white men. Hispanic men were more likely to take courses in trade and industry, industrial arts, distributive education, and health than black or white men. Only in commercial courses did proportionately more white men enroll than black or Hispanic men. With respect to the enrollment patterns of women in specialty areas, proportionately more black women took courses in trade and industry, and agriculture, than Hispanic or white women. Proportionately more Hispanic women took courses in business and office, home economics, industrial arts, distributive education, and health service areas.

Labor Market Outcomes Research

The evidence is mixed as to whether male vocationally educated high school graduates (especially white men) earn significantly more per hour or per week than otherwise similar nonvocational graduates. Grasso and Shea (1979) reported no significant effects on hourly earnings for white men in an analysis of data from the National Longitudinal Survey of Labor Market Experience (NLS-LME) data. Researchers using other longitudinal data have found similar results (Gustman and Steinmeier 1981; Mertens and Gardner 1981; Meyer 1981; Woods and Haney 1981; Rumberger and Daymont 1982; Campbell, Orth, and Seitz 1981; and Campbell et al. 1981).

The effect of secondary vocational education on hourly or weekly earnings for women is more consistently and significantly positive than for men. Grasso and Shea (1979) found statistically significant, positive earnings effects for women who had training in commercial or business/office courses. In the Class of '72 and NLS-LME data sets, Meyer (1981), Gustman and Steinmeier (1981), and Mertens and Gardner (1981) similarly found significantly higher earnings (hourly and weekly) for women who took vocational courses in the business/office area. Reanalyses by Woods and Haney (1981) of Class of '72 data showed strongly positive effects of vocational education for white women and somewhat less significant (but always positive) effects for black women. In the recent study by Campbell and Basinger (1985), white female vocational graduates in training-related jobs earned more (but not substantially more) per hour and per month than otherwise similar white females in the general curriculum, but no such relationship was found for minority women. In a previous study, Campbell et al. (1981) found strongly significant earnings advantages for women (especially minority women), and Rumberger and Daymont (1982) reported similar findings for the NLS Youth. The only apparent sources of disadvantage in earnings for women

were specialization in home economics (found in Meyer's study) and vocational courses not used on the current job (in Rumberger and Daymont [1982]).

The longer the period to which the earnings measure applies, the greater are any apparent advantages associated with secondary vocational training, either for men or women. Although advantages in weekly or hourly earnings for male vocational graduates are difficult to detect, both Conroy (1979) and Li (1981) reported advantages in annual labor income for men. Gustman and Steinmeier (1981) also found a significant advantage in annual earnings, but only for specialists in the trade and industry area. Meyer (1981) found that any hourly earnings advantages for women were magnified in weekly earnings and annual income by the greater number of hours per week and weeks per year that women vocational graduates worked. Rumberger and Daymont (1982) found that both men and women with significant vocational education worked significantly longer hours and were usually unemployed fewer weeks per year.

In examining the effects of vocational education on earnings, employment, and occupation, Gardner (1984) found that for all race (white and minority) and gender groups, vocational education graduates in training-related employment have higher earnings than otherwise comparable graduates of the academic and general curricula, and that the differentials are larger for males than for females. Gardner also found that concentration in secondary vocational education and working in training-related employment are associated with fewer years of education, but more months of labor market experience. In the study by Campbell and Basinger (1985), vocational education graduates holding jobs for which they were trained earned substantially more per hour and per month than otherwise similar general education graduates, but for other labor market outcomes such as labor force participation and employment stability, the results are less clear. The difference between those in training-related employment and those who are not is a most striking finding. These data indicate the importance of training-related placement in generating earnings differentials and suggest that benefits from vocational education are attributable to occupationally specific skills rather than to general work habits or attitudes.

There is little evidence generated by comprehensive national studies on the labor market effects of vocational education for handicapped persons. Evidence from two studies based on local samples suggests a positive relationship between work study or vocational training and the labor market experiences of handicapped persons (Dinger et al. 1973; Hasazi and Preskill 1982). Mertens and Seitz (1982), using data from NLS-Youth, examined the labor market effects of vocational education for handicapped persons. Although the sample size was small (73 respondents),

their findings suggested that handicapped vocational graduates had a higher rate of labor force participation, a higher employment rate, and a lower unemployment rate than otherwise similar handicapped nonvocational graduates.

There is ample documentation of the disadvantages in earnings and employability experienced by the handicapped (see Czajika 1984 for selected statistics). Bowe (1980) reported that 80 percent of the handicapped population earned less than $7,000 per year. Levitan and Taggart (1976) reported that disabled males earned 20 percent less than nondisabled males. In addition, lower rates of advancement and lower salary increases were found for hearing-impaired persons as compared to others (Guilfoyle et al. 1973; Reich and Reich 1974). Regarding the employment rate of individuals with handicapping conditions, Buzzell and Martin (1978) reported a 39 percent unemployment rate for the handicapped; and Branch and Hodick (1976) reported a 64 percent unemployment rate for handicapped persons who were out of school for at least 6 months.

As for the labor market status of those with limited English proficiency, young people in this group in 1979 (in comparison to the 16- to 21-year-old-age group in general) had lower status jobs, a higher unemployment rate, and a lower labor force participation rate and employment/population ratio (Passmore et al. 1982). There are, however, a number of positive reports about the effectiveness of bilingual programs for this group (see, for example, Friedenberg and Bradley 1984).

In conclusion, the literature shows that many factors influence the labor market experience of youth. One factor, for example, that warrants further study is high school curriculum. The effect of high school curriculum on earnings or employment status is not straightforward. For secondary vocational education graduates in particular, the evidence presented heretofore indicates that striking differences in labor market status exist in association with membership in selected population "groups of special interest" and with vocational specialty. The remainder of this report will explore such differences in order to understand more fully the processes that influence the participation of secondary vocational graduates in the labor market.

CHAPTER 3

METHODOLOGY

Special Groups, Education, and the Labor Market

This study has three major interrelated objectives: to ascertain (1) the effect of membership in certain demographic subgroups of the population on the high school curriculum followed, (2) the effect of enrollment of these groups in the vocational education curriculum on the extent and character of their postsecondary education, and (3) the effect of vocational education in high school on subsequent labor market success. More specifically, we wish to ascertain whether the effects of high school vocational education programs differ according to socioeconomic status (SES), race or ethnicity, handicapping condition, or gender. The study is organized around several questions. First among them are these:

- What kinds of vocational education experience have the various groups of special interest had? Are students sorted, by prejudice, into specialties on the basis of ethnic origin, gender, handicapping, or other conditions?

A second question addresses primarily the postsecondary educational experience of these groups, with emphasis upon secondary vocational educational experience. It repeats, in part, some of the authors' earlier work, but with a new database and with an additional year of experience out of high school. The question is:

- What is the role of secondary vocational education as an antecedent of successful participation in technical school, community college, 4-year college or university?

The third set of questions addresses primarily the labor market outcomes of secondary vocational education for the groups of concern in this study, with emphasis on the potential for differences among them. They are:

- What are the labor market oucomes by gender
  - -for Hispanics?
  - -for blacks?
  - -for Native Americans?
  - -for those with limited English proficiency?
  - -for low SES respondents?
  - -for the handicapped?

- What are the labor market outcomes for women as a group?

Longitudinal Databases

The data used for analysis in this study were taken from two databases: (1) the National Longitudinal Survey of Labor Market Experience-New Youth Cohort (NLS Youth), with the high school transcripts of a subsample of the NLS Youth, and (2) the High School and Beyond (HS&B) longitudinal survey, with a subsample of high school transcripts from the HS&B panel. The Center for Human Resource Research (CHRR), with support from the U.S. Departments of Labor and Defense, initiated the NLS Youth data collection in 1979. The HS&B was the second longitudinal survey supported by the National Center for Education Statistics (NCES). It was designed to build upon the National Longitudinal Survey of the High School Class of 1972 (Class of '72). These two databases provide a broad and unique information base to examine the course-taking behavior of secondary students and to better evaluate life-cycle factors of post-high school youths.

NLS Youth

The 12,686 youths included in the NLS Youth sample were selected by a household screening process in the fall of 1978; the New Youth Cohort is a National probability sample of youth who were between the ages of 14 and 21 when originally selected. The sample was drawn in three stages: (1) a nationally representative sample; (2) a supplemental sample of blacks, Hispanics, and economically disadvantaged whites; and (3) a sample of young persons serving in the military (this sample was not used in the present study). Both the cross-sectional and supplemental samples were stratified by sex to obtain relatively equal proportions of men and women. Because Hispanics, blacks, and economically disadvantaged whites are purposefully overrepresented in the NLS Youth sample, a weighting procedure was developed to permit more accurate estimates for the whole youth population by taking these oversamplings into account.*

Extensive background information about family, schooling, work history, and training was gathered for all the respondents in the NLS-Youth survey when they were first interviewed in early 1979. In addition, data on current educational and labor market activities were obtained. Follow-up interviews with the participants of the NLS-Youth have been conducted annually through 1984, and may be continued for several years to come.

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*For a full description of the sampling and weighting procedures used in the survey and a descriptive analysis of the first year's data, see Borus et al. (1980).

The Transcript Collection effort was initiated through a subcontract let by the National Center for Research in Vocational Education to the National Opinion Research Center (NORC) to secure and code the transcripts of the NLS Youth respondents. Transcripts were collected in 1980 for members of the sample who were 17 years or older at the 1979 NLS interview, and again in 1983 for the youngest members of the cohort. Respondents excluded from the collection effort were those in the military sample and those who attended foreign high schools. If a student had transferred and the original transcript was incomplete, extensive efforts were made to locate and contact the new school to obtain the student's records.

If available, the coded information from the individual transcripts included: (1) days absent, grades 9 through 12; (2) academic rank in class; and (3) test scores for mathematics and verbal aptitude--Preliminary Scholastic Aptitude Test, Scholastic Aptitude Test, and American College Test. Course information included the specific course taken, the grade or year in which the course was taken, the letter grade, and the credit received for the course.

At the time of the coding, each course credit was converted to a common scale, the Carnegie credit unit. This system assigns 1 credit to a standard full-year course, or one course taken one hour a day for 180 days. The Carnegie credit unit system provides a method that is sensitive to the length of time spent in the classroom (in contrast to a simple count of courses taken), thus standardizing for variations among courses in time and across schools.

A coding system to identify the actual courses taken by the student was developed from the Standard Terminology for Curriculum and Instruction in Local and State School Systems Handbook VI (Putnam and Chismore 1970). The course identification scheme consisted of a two-digit code that specifies the individual course within the general category (for example, Math I, American Literature).

Data for the analyses in the present study were taken from the 1979-83 surveys. All subsamples used in this study were selected so that they contain only high school graduates.

High School and Beyond

The HS&B database funded by NCES was designed to build upon the NLS-72 database to give a broader range of life-cycle factors, such as family-formation behavior, intellectual development, and social participation. The base year survey was initiated in the spring of 1980 with 30,000 sophomores and 28,000

seniors enrolled in 1,015 public and private schools. The secondary schools were selected in the first stage of sampling. In the second stage, 36 seniors and 36 sophomores were randomly selected within each school (in schools with fewer than 36 seniors or sophomores, all eligible students were included).

To allow for studies of certain types of schools or students, the highly stratified National probability sample oversampled Hispanics, Catholic schools with high proportions of black students, and public alternative schools with high-achieving students. The Hispanic supplement to the sample was funded jointly by the Office of Bilingual Education and Minority Languages Affairs, and the Office for Civil Rights within the Department of Education. The base year survey included a sample of students from the Department of Defense Dependents Schools (DODDS). However, these students are not a part of the HS&B national probability sample and were not weighted.

The base year questionnaire included information on the students' high school experiences, work experiences, personal and family background, attitudes, and plans for the future. Information was also obtained from administrators about school characteristics, from teachers about their evaluations of students participating in the sample, and from a subset of parents about financing of higher education.

The first HS&B follow-up sample in 1982 consisted of 30,000 1980 sophomores and 12,000 1980 seniors. Although the follow-up sample is reduced in size from the base year sample, all base year students were included in the universe from which the follow-up sample was selected; therefore, it is representative, with suitable weighting, of the base year group. The second follow-up of this sample was completed in 1984.

The High School and Beyond Transcripts Collection effort was initiated by the NCES under contract with the NORC to code transcripts of the 1980 sophomore cohort. It was not feasible within the resources of the survey to attempt to collect the high school transcripts of all of the respondents in the first follow-up sample. Therefore, a further subsample was drawn from that group for transcript collection. The transcripts were collected in the fall of 1982; the target sample consisted of 18,427 of the 30,000 1980 sophomores included in the first follow-up. This sample, as drawn, maximizes the subgroup sizes for such strata as dropouts, students in private schools, selected minority groups, and students whose parents were surveyed in the base year. High school transcripts could not be obtained for every case in the sample. The weighting procedures devised took this into account as well as the sampling specifications of the original sample.

The student transcripts contain information for each secondary-level course taken. Each course includes a six-digit course identification number, the year and term the course was taken, the credits earned, and the final grade. Courses that are a part of special curricula or programs (for example, bilingual education, special education, programs for gifted students) are so identified. In addition, each record includes information on the student's rank in class, overall grade point average, number of days absent, number of days of suspension, the date and reason the student left school, and identifying codes and scores for standardized tests.

Summary of Data Quality

The HS&B and NLS Youth surveys were not specifically designed for this study. Thus it was not always possible to identify members of all the groups of special interest in both databases (for example, handicapped, limited English proficient). As the descriptive information and the analyses were developed, direct comparability between the two databases could not always be maintained. If data were unavailable on a variable, that variable was omitted from the specification. Missing entries in many of the tables reflect this problem. Because transcripts were available only for HS&B sophomores, analyses of this database were confined to the sophomore cohort. However, these two surveys provide a substantial body of information for analysis. Both provide individual transcripts including information on courses taken, credit earned, and letter grades received. Also, extensive background information about family, work history and attitudes, schooling, and vocational and government training is available. In particular, the availability of ability measures, information on attitudes toward school and work, and aspirations, as well as other characteristics permit better control for potential selectivity bias than has been previously possible. Thus, these databases represent the best national sets available to consider the problems under study.

The Conceptual Schema

The questions around which this study is organized grow out of a conceptual framework that is depicted in figure 1. The figure represents a temporal ordering of the potential influences, but does not attempt to illustrate the subtleties of a formal causal model. Rather, it serves to suggest the kinds of variables that should be represented in an analysis of the joint effects of high school curriculum and membership in the various groups of special interest on postsecondary education and labor market outcomes. It also suggests the complexities of some of the relationships that are posited in the framework. Ways of dealing with these are discussed in a later section on special problems.

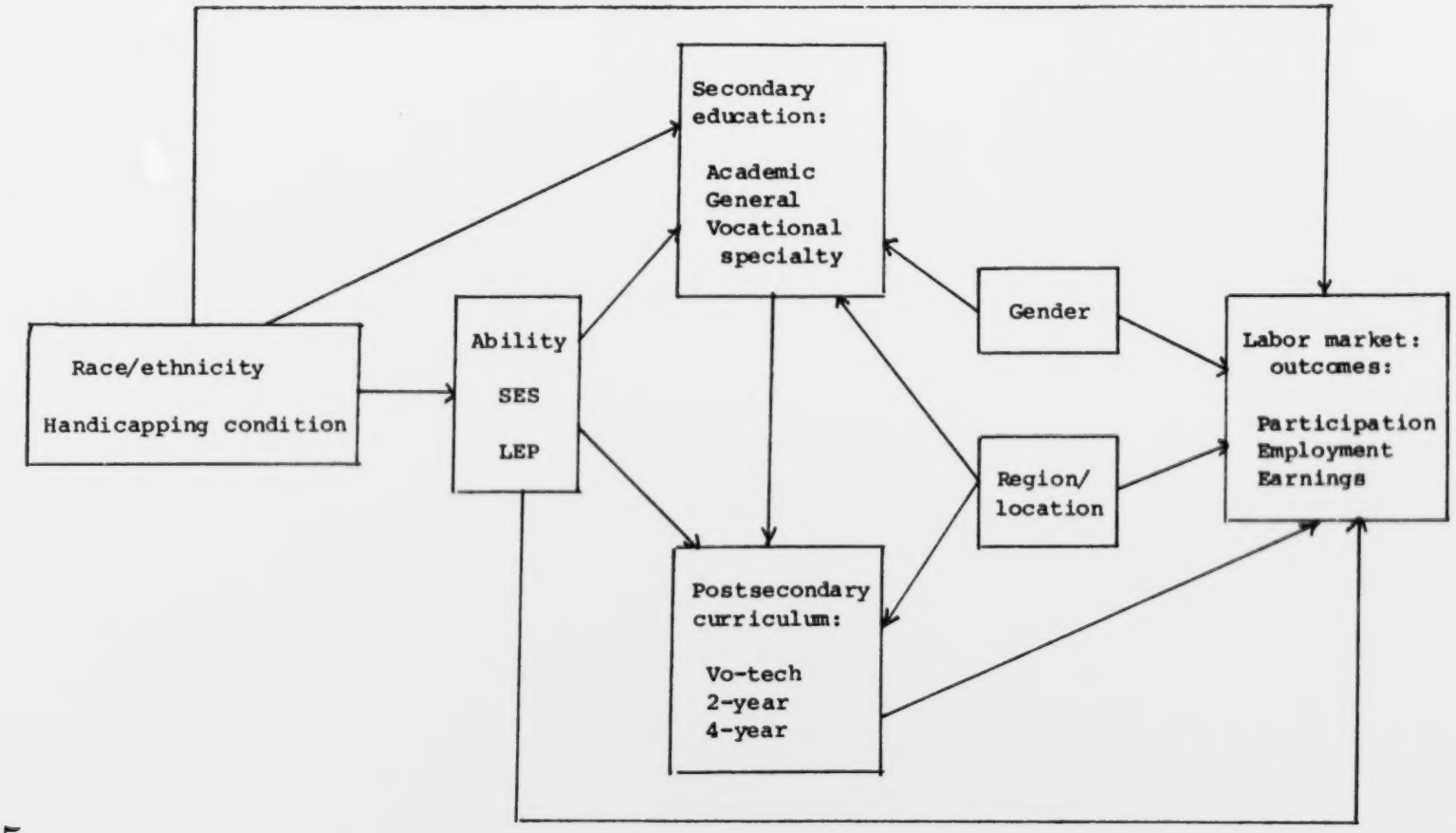

Figure 1. Conceptual schema

The factors associated with selection of high school curriculum are explored through both cross tabulations and regression analysis. The cross tabulations relate the groups of special interest to high school curriculum and, for those who pursued a vocational curriculum, the specialty in which they earned most of their credits. High school curriculum is classified on the basis of analyses of transcripts into categories developed by Campbell, Orth, and Seitz (1981) that include a variety of patterns of participation in vocational education, as well as pursuit of the academic and general curricula. Individuals for whom transcript data were not available were classified according to self-reported curriculum. These descriptive tables permit one to see the simple relationship between membership in a special group and the likelihood of several patterns of vocational preparation in high school. To ascertain however, the influence of special group membership on high school vocational preparation, it is necessary to control for other variables (for example, low SES, region) that are believed to be related to both group membership and high school curriculum. These controls were introduced through probit analyses that estimated the likelihood of completing a vocational curriculum versus all others or an academic curriculum versus all others. The probit analysis was selected because it is a maximum likelihood technique for dichotomous dependent variables. Such an approach is not entirely satisfactory. Ideally, one should evaluate the conditional probability of any of the three choices, (the general curriculum is the third) given the independent information available about the candidates. The probit technique is generalizable to such a variable, but as Judge et al. (1980) point out, not enough empirical work has been done using this technique to evaluate its properties, and the resources of this project did not permit development of the necessary computer routines. The procedure followed was probably the best available under the circumstances.

The second set of questions, relating to the determinants of postsecondary education, was approached by means of a multivariate analysis similar to that described for high school curriculum choice. In this case, however, the difference between no postsecondary education and a 4-year college program was judged to be too great to permit combining them into a single group for comparison with the choice of vocational-technical school or 2-year community college. Therefore, the analysis was conducted sequentially in several stages. The first equations were run to estimate the contribution of special interest group membership, high school vocational education, eighth grade aspirations, and other control variables to the probability of enrolling in any formal postsecondary education (vocational-technical, 2-year, 4-year). The entire sample is appropriate for this analysis. The second equations, limited to those individuals who had enrolled in some form of postsecondary schooling, identified the factors leading to the choice of vocational-technical school as opposed to the other forms of postsecondary

education. The third set of equations estimated the contribution of the groups of special interest, the control variables, and high school vocational education to the probability of choosing a 4-year rather than a 2-year college. Both vocational-technical enrollees and those not enrolled at all were excluded from this last sample.

The third set of questions, concerning labor market outcomes, was also addressed by multiple regression techniques. The dependent variables in these regressions were four indicators of labor market success: (1) percentage of weeks since the last high school year in which the respondent had been working or looking for work; (2) percentage of weeks in the labor force that the respondent had been employed; (3) hourly wages; and (4) monthly earnings.

All equations were run for both the NLS Youth and the HS&B data. For the latter, a larger number of control variables were available, such as school climate and individual behavior (discipline, absenteeism).

All multivariate analyses began with the fitting of an ordinary least squares (OLS) equation. Where appropriate, this was followed by an evaluation of the relationships through techniques discussed in a later section of this chapter including maximum likelihood techniques such as probit.

The general form of the OLS equations was as follows:

$$Y = a + b_{1-n}X_{1-n} + c_{1-n}G_{1-n} + d_{1-n}HC_{1-n} + f_{1-n}PS_{1-n} + k_{1-n}Z_{1-n} + \varepsilon,$$

where X = a vector of control variables
G = a vector defining membership in special groups
HC = a vector of high school curricula
PS = a vector describing nature and extent of postsecondary education
Z = a vector of variables included to account for interaction effects; that is, for the possibility that the effect of postsecondary education on hourly earnings might differ between vocational education high school graduates and other high school graduates.

ε = error term

The variables in the Z vector are not necessarily implied by the model shown in figure 1, although the need for such variables is suggested by that framework. Because some of the Z variables were not available in both databases, cross-validation was not always possible.

The Variables

The general form of the analyses has been presented, providing background for specific consideration of the variables. A complete listing is provided in appendix A.

The Dependent Variables

These variables have been introduced in earlier discussion, but are repeated here in the interest of completeness. They are as follows:

- High school curriculum
- Postsecondary education
- Labor market outcomes
  - --Labor force participation
  - --Employment
  - --Hourly wages
  - --Monthly earnings

Principal Explanatory Variables

To explore the effects of secondary vocational education and to ascertain whether these differ among selected subsets of the population requires a set of variables representing high school curriculum. It also requires a set representing the special groups.

High school curriculum. The high school curriculum variables are described in detail in the work that reports their development (Campbell, Orth, and Seitz 1981). Briefly reviewed here, these variables consist of vocational education (five categories), the academic curriculum, and the general curriculum. The categories of vocational participation were designated Concentrators, Limited Concentrators, Concentrator/Explorers, Explorers, and Incidental/Personals.* The Concentrators averaged six or more Carnegie credits in one specialty area, followed the specialty throughout most of the high school years, and continued in it up to graduation. The Limited Concentrators averaged somewhat more than three credits, and were less likely to follow a specialty through the senior year. The Concentrator/Explorers averaged two and one-half credits, usually ending specialization before the senior year. Students in the two remaining categories either did not specialize by having a majority of credits in any field, or had only one or less credits in a specialty.

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*It is possible to develop each of these patterns in vocational, area vocational, and comprehensive high schools. See Bragg et al. 1986.

The academic category was assigned to those students who had completed three or more credits of English, three or more credits of math, two credits each of science and social studies. If a student had completed two or more credits in a foreign language, the math requirement was dropped to two credits. The general curriculum was assigned to all students who were not classifiable into one of the other categories. The Explorers and the Incidental/Personals do not have a significant investment in marketable vocational skills. Therefore, they were reclassified as academic or general, for whichever they qualified, for the regression analyses.

This set of categories was used in the regression equations with one further refinement. It has been established that vocational course work shows its significant labor market effects when the vocational graduate works in a training-related job (Campbell and Basinger 1985; Gardner 1984). Therefore respondents in the vocational groups were further subdivided into those who were in such jobs and those who were not. One further problem needed to be addressed to make maximum use of the data and to preserve, as far as possible, its generalizability. Transcripts were not available for all respondents in either database. There were, however, self-report data available that permitted a more gross classification than the transcripts provided. Although preliminary tabular analysis had documented that self-report curriculum data were only marginally reliable, (self-report does not coincide with courses shown on the transcript) categories based on these data were used for those for whom transcript classification was not possible.

Thus, the high school curriculum variable used in the regressions includes 10 categories. They are Concentrators, Limited Concentrators, Concentrator/Explorers, Concentrators in training-related jobs, Limited Concentrators in training-related jobs, Concentrator/Explorers in training-related jobs, the academic curriculum, self-report academic curriculum, self-report vocational curriculum, and the general curriculum. For all regressions the omitted reference group consists of those in the general curriculum. All of the other categories are coded in dummy variable form, with the value one indicating membership in the category and zero otherwise.

Special groups. The subsets of the population whose post-secondary education and labor market experience are differentiated in the analyses are based upon gender, ethnicity, physical condition, and language proficiency. More specifically, using white males as the reference group, the most general regressions include a set of dummy variables for (1) white females, (2) blacks, (3) Hispanics, (4) Native Americans, and (5) other. Each of these groups (except, of course, the white females) is further differentiated by gender. In addition to these gender/ethnicity categories, there are two dummy variables representing (1) the existence of a physical handicap (1 = handicapped, 0 = otherwise)

and (2) a limited ability to speak English (1 = limited English, 0 = otherwise).

This specification, it will be noted, implicitly assumes that the effects on educational and labor market outcomes of physical and/or English language limitations and of membership in a particular ethnic group are additive--that is, that a physical disability, for example, has the same effect on respondents in every gender/ethnicity category. Even more importantly, such a specification assumes that the effects of high school curriculum and of special group membership are additive--for example, the pursuit of vocational education in the high school has the same effect for Hispanics as for whites.

In order to avoid this assumption, or at least be cognizant of its potential effect, and to permit exploration of interactions between high school curriculum and special group membership (as well as interactions among special group characteristics), a separate equation has been run for each special group for which there are sufficient cases to make interpretation meaningful (Hispanics, blacks, women, and low-SES respondents). In these equations the only special group variables are the handicap and limited-English variables in all the equations, plus the race/ethnicity and gender variables in the equation for the low SES group, the race/ethnicity variable in the equation for women, and the gender variable in the equation for Hispanics and blacks.

Control Variables

In specifying the models represented by the OLS equation, the most basic problem is the need to avoid biased results by including all those variables that may be correlated with the dependent variable and the explanatory variable of central concern--in this case, participation in secondary vocational education. Before describing these control variables, it is well to elaborate the nature of the problem and to emphasize the advantage of the NLS-Youth and HS&B databases in meeting it.

It is well known that there are significant differences among the students in the several secondary school curricula. Students who enroll in the vocational curriculum, for example, on average come from lower socioeconomic strata of the population and do less well on scholastic aptitude tests than those who follow the other curricula. These same characteristics are, of course, influences on both the nature and extent of postsecondary education and on success in the labor market. If one is interested in ascertaining the independent influence of the high school curriculum on subsequent educational or labor market experience, one must control for such characteristics.

It is important to note that the factors that increase the likelihood of enrollment in vocational education tend to be negatively related both to the extent of further education and to success in the labor market. Hence, failure to control fully for such factors would have the effect of concealing or understating whatever positive effect vocational education might have on these outcomes. Putting this another way, whatever bias results from inadequate controls operates in favor of finding no beneficial results of vocational education. It follows that any positive effects that are detected are conservative estimates of the true impact of the programs.

Fortunately, the richness of the HS&B and NLS-Youth database permits one to be reasonably confident that the problem of selectivity bias has been adequately met. The control variables that are used in the analyses and the reasons for their inclusion are detailed next.

Ability. As previously mentioned, there is a clear association between ability scores and curriculum, and the evidence of an association between wages and ability makes it necessary to include a control for this variable to avoid the bias that would exist in the simple relationship between curriculum and measures of labor market success, especially wages. The measures of ability differ between the NLS Youth and HS&B. In the former it is the Armed Forces Qualification Test (AFQT), and in the latter it is a composite score on verbal and math aptitude tests developed for the survey.

Socioeconomic status. The low SES group is one of the special interest groups in the analysis. However, for all of the other groups, SES serves as a control. At age 14, or when sophomores, simple frequency counts indicate that more vocational students fall in lower SES quartiles than their proportions in the population would suggest. Status attainment theory suggests that SES may influence wages in addition to educational selectivity.

Work importance. Although there is not an established theoretical base, it is intuitively logical that a positive attitude toward work and expressed orientation toward work might be associated with a greater likelihood of selecting a vocational curriculum. Items dealing with this concept are available in HS&B, and are included in the regression equations.

School attitude. More positive attitudes toward schooling might also suggest a curriculum choice that is more likely to lead to further schooling than the vocational curriculum. Items relating to this concept are also available in both databases, although they are more complete in HS&B, and are used as controls for curriculum selectivity.

Postsecondary education. The well-established positive relationship between earnings and postsecondary education requires that this be controlled unless the population is restricted to only those who do not go on to further schooling. Because the majority of high school graduates do go on, such a restriction would introduce a serious problem of selectivity bias, and sample generalizability. Controls for years completed and current enrollment are included in equations where a labor market outcome is the dependent variable.

Region. This variable serves as a proxy for differing labor market conditions (for example, growth or decline, industry mix). There are regional patterns in vocational participation as well. The regions are Northeast, North Central, South, and West. North Central is the reference region.

Rural, urban, suburban. This variable is included because there is evidence that wage rates are likely to be lower in rural areas than in suburban or urban areas, and because vocational education appears to be more popular in rural areas.

Labor market experience. This is the proportion of available weeks from the approximate time of high school graduation that the respondent has spent in the labor force. This variable reflects the expected increase in wages as a function of higher productivity or of the employer's expectation of higher productivity. Persons selecting a vocational curriculum might be expected to start labor force participation earlier, and therefore have a longer period of time on the job at the time of the survey. This factor, incidentally, is a notable exception to the generalization made on page 28 that is, failure to include it as a control variable would tend to overstate a positive effect of the vocational curriculum on earnings.

Hours worked per week. Because graduates of the high school vocational education curriculum a have lower probability of long-term postsecondary education as compared with students in the other two curricula, they are more likely to hold full-time jobs in the immediate years after graduation, when the labor market success variables were measured. The variable is therefore included in regressions where hourly earnings is the dependent variable.

Occupations. Several categories of occupations were included as dichotomous variables in wage and earnings equations. Secondary vocational education trains only for certain occupations equations. These in turn have characteristic wage patterns that do not represent the full scale of wages available to workers.

Further Specification Problems

A recurring difficulty with analyses of the type undertaken in this study is sample bias. This problem was partially

addressed by the selection of control variables, but persistent difficulties remain. In trying to estimate the effects of the high school curricula, there are at least four distinct but related problems that might arise.* Two of them are "sample selection" problems. The other two concern unobserved, or latent, variables. The first problem arises if the sample to which the analysis applies is restricted in some way so that it is no longer representative of the population to which the results are to be inferred. For example, if only those respondents who have not completed a 2- or 4-year college program and are not enrolled are included in the analysis, the earnings potential of some people will not be accounted for in the equation. This potential is most likely systematically associated with the dependent variable that, in this study, is wages or earnings.

A second problem of sample selection occurs if the sample is systematically divided on the basis of the curriculum followed. Although it is possible to deal with the first pair of these problems by estimating the likelihood of being in one or another of the three curriculum tracks (using 2-stage least squares or one of the Heckman [1976, 1978, 1979] procedures), there are other approaches that sidestep these issues and reduce the sample selection bias potential of the specification. The approach taken was to retain the sample as intact as possible and to control for the differential characteristics of the groups by including variables showing the completion level of postsecondary education, whether or not the respondent was currently enrolled, and, in the hourly rate of pay equations, the number of hours worked.

The remaining two problems differ because they grow out of the presence of one latent variable among many in the first case, and a single latent variable in the second. In either case the presence of a latent variable (by definition unmeasured) that correlates both with the dependent variable (for example, hourly rate of pay) and the curriculum selection results in a correlation between the error term and the dependent variable, which then results in a bias of the coefficient for curriculum.

If one is willing to assume that a single latent variable exists that correlates with curriculum selection and earnings or wages, it is possible to utilize one of the Heckman procedures to correct for such a bias. However, such an assumption does not seem realistic. There are probably many influences that are

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*The discussion that follows depends heavily upon comments on these issues by our former colleague, John A. Gardner, who is now an economist with the Workers' Compensation Institute. We are interpreting his remarks, however, and any errors in the discussion are ours, not his.

unmeasured and unobserved. Two that seem likely are ability and motivation. A promising approach to dealing with such latent variables and the bias they may contribute is the LISREL technique (Joreskog and Sorbom 1983; Long 1983). In the present application, however, the estimation of the latent variables from the available proxies would require the assumption that a linear prediction of a dichotomous variable was appropriate. Whether this assumption is more realistic than a more readily available alternative assumption is not known. That assumption is that the available proxies for ability and motivation are adequate measures of those variables. The proxies are test scores as measures of ability, and attitude toward work, education, and locus of control for motivation. In this study the assumption of adequate measurement was accepted, although if resources become sufficient, an analysis using the LISREL technique is planned in the future. The additional variables that were utilized as the proxies were described previously. It should be noted that the most adequate set is available only in HS&B, and that a complete analysis using these variables, as provided by HS&B, has not been previously available.

Summary

The analytical strategy is summarized in figure 2 and table 1. Figure 2 shows the structure of the high school curriculum variable and of the four variables representing membership in "special groups"--race/ethnicity/gender, low socioeconomic status, handicap status, and limited English proficiency. A word of explanation is required for each of these. The high school curriculum patterns are based largely on an analysis of transcripts, and the categories are described in appendix A. Where transcript data did not exist, or did not permit classification, the student's self-reported curriculum was used. Separate categories for self-reported academic and vocational curricula are retained. The self-reported general curriculum is combined with the corresponding category based on transcript data and constitutes the reference group in the regressions.

The several criteria for categorizing special groups obviously do not necessarily result in mutually exclusive categories. That is, a person may be both a Hispanic and disabled; an Asian may have an English language limitation and be in the low SES quartile of the population. Thus, when all the special group variables are included in the same regression, the implicit assumption is that the effect of membership in each of them is additive--that is, being disabled has the same effect on a white male as on a Hispanic female. Where the number of sample cases is sufficiently large, interactions among these variables are explored by means of stratification. For example, in the earnings regressions, there are separate equations for white

I. High school curriculum (Reference group = general curriculum)

A. Concentrator[a]
   In training-related job
   Not in training-related job

B. Limited concentrator[a]
   In training-related job
   Not in training-related job

C. Concentrator/explorer[a]
   In training-related job
   Not in training-related job

D. Academic

E. Self-reported vocational[b]

F. Self-reported academic[b]

II. Special group membership

A. Ethnicity and gender (reference group = whites and/or males)[c]

White females

Hispanic
  Males
  Females

Native American
  Males
  Females

Black
  Males
  Females

Other
  Males
  Females

B. Socioeconomic status[d]

C. Handicap status (reference group = no handicap)

D. Limited English proficiency (reference group = no limitation)

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[a]Where hourly rate of pay or monthly earnings is the dependent variable, the three transcript-based vocational patterns are divided into two groups: respondents who are in jobs related to their vocational training and those who are not.

[b]Where transcript data are unavailable, respondents are classified on the basis of self-reported curriculum.

[c]Reference group is white males in all-respondent regressions; whites in all-female regressions; males in ethnic minority regressions.

[d]Socioeconomic status is included in all regressions as a control variable. In addition, the earnings regressions have been run for workers in the lowest SES quartile.

Figure 2. Structure of principal explanatory variables

TABLE 1

SUMMARY OF MODEL SPECIFICATIONS, BY DEPENDENT VARIABLE

Independent Variable	Dependent Variable: High School Curriculum	Post-Secondary Education	Labor Force Participation	Employment	Hourly Earnings	Monthly Earnings
Principal Explanatory Variables						
High school curriculum		X	X	X	X	X
Race/ethnicity	X	X	X	X	X	X
Gender	X	X	X	X	X	X
Handicap status (HS&B only)	X	X	X	X	X	X
Limited English proficiency	X	X	X	X	X	X
Control Variables						
Socioeconomic status	X	X	X	X	X	X
Region (reference group = North Central)	X	X	X	X	X	X
Rural residence (reference group = urban/suburban)	X	X	X	X	X	X
Ability/achievement (AFQT)	X	X	X	X	X	X
Postsecondary education (reference group = none)						
Current enrollment status (1 = yes)			X	X	X	X
Number of years completed			X	X	X	X
Labor market experience (weeks worked)					X	X
Tenure in current (or most recent) job					X	X
Occupation (HS&B only)					X	X
Ever married? (1 = yes) (HS&B only)					X	X
Any children? (1 = yes) (HS&B only)			X	X	X	X
Self-esteem			X	X	X	X
Locus of control (HS&B only)	X	X	X	X	X	X
High school experience			X	X	X	X
Extent of absenteeism (HS&B only)	X	X	X	X	X	X
Disciplinary problems (1 = yes) (HS&B only)	X	X	X	X	X	X
Trouble with law (1 = yes) (HS&B only)	X	X	X	X	X	X
Work in high school (1 = yes) (HS&B only)	X	X	X	X	X	X
10th-grade point hour average	X	X	X	X	X	X
High school attitudes and plans						
Work orientation composite (HS&B only)		X	X	X	X	X
Enjoys work more than school (HS&B only)	X	X	X	X	X	X
Luck more important than work (HS&B only)	X	X	X	X	X	X
Work more important than school (HS&B only)	X	X	X	X	X	X
Plans to work year after graduation (HS&B only)	X	X	X	X	X	X
8th-grade aspirations (1 = go to college) (HS&B only)	X	X	X	X	X	X
Work at 35? (1 = yes) (NLS only)	X	X				
Evaluation of school (NLS only)	X	X				

males, white females, Hispanics, blacks, and low SES workers. In all of these, handicap status and English language limitations are retained as explanatory variables.

Table 1 shows the variables that are used to "explain" each of the major dependent variables in the analysis. In order to avoid cumbersome detail, the most general form of each regression is indicated. For example, although the x's in the table indicate the inclusion of gender and race/ethnicity in the hourly rate of pay regression, these variables would obviously not appear in the stratified regression for white females. Moreover, in some cases a regression was run in two ways--both with and without a particular variable; in such cases, the table depicts the inclusion of the variable.

CHAPTER 4

RESULTS

This chapter presents the results of the statistical analysis designed to answer the research questions set forth in chapter 1. Descriptive tables are discussed first, characterizing the total population after the initial screening process (for example, removing dropouts, the military sample, invalid data). It should be noted that the population used in the analysis consists only of those individuals who are high school graduates and attended public schools. To assess the effect of these exclusions, comparison tables are provided in appendix B. These tables show both the original and screened samples cross-tabulated by race/ethnicity, gender, and socioeconomic status. A comparison of the percentages in each cell permits an assessment of the degree to which generalizability has been reduced by the required screens. Because the comparison relates to two samples rather than to their respective populations, the appendix tables are unweighted. The actual sample sizes are also provided in each table in the text.

Following a brief presentation of the descriptive material, the major portion of the chapter will present the results of multivariate analyses of the determinants of (1) high school curriculum, (2) the extent of postsecondary education, and (3) variation in several measures of labor market success.

Descriptive Tables

The descriptive tables present cross-tabulations of high school curriculum pattern and specialty areas for those individuals in the vocational curriculum by race/ethnicity and gender (tables 2-4) and by socioeconomic status (tables 5-6). Also, the percentage of the sample who are handicapped* (identified in the HS&B data only) and the percentage who are limited in their English proficiency (LEP)* are tabulated by race/ethnicity, gender, and SES (table 7) and by high school curriculum and vocational specialty (table 8) for comparison purposes.

The high percentages of Incidental Personals in all racial groups (tables 2 and 3) indicate that a large percentage of the respondents take at least one vocational course. Majority white men in both databases are most likely to pursue the academic curriculum, whereas Hispanic and Native American women are least likely to do so.

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*For complete definitions of "handicapped" and "limited English proficiency", refer to appendix A.

TABLE 2

CURRICULUM PATTERN BY RACE/ETHNICITY AND GENDER
FOR ALL RESPONDENTS
Percentage Distributions
HS&B

Curriculum Pattern	Total		White		Black		Hispanic		Native American		Asian		Other	
	n	%	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Concentrator	1490	9.56	8.76	9.97	7.53	9.39	11.12	10.87	20.78	7.06	5.23	3.27	18.20	22.92
Limited Concentrator	2038	12.74	13.73	10.52	14.09	14.27	16.92	12.57	23.27	12.09	17.32	15.54	8.13	9.26
Concentrator/Explorer	1343	8.11	6.70	8.47	10.20	8.63	8.19	10.02	7.65	19.54	19.08	12.19	10.77	6.94
Explorer	1127	6.85	5.94	7.01	5.08	7.63	8.17	9.67	13.14	11.65	5.43	10.18	6.39	16.33
Incidental Personal	3239	20.07	19.25	20.55	20.61	20.00	18.65	19.77	15.60	22.52	32.55	35.13	24.01	33.35
Vocational Self-Report	6766	21.72	23.61	22.77	18.26	19.09	17.97	18.93	13.23	18.87	5.54	5.33	6.78	3.51
Academic	114	0.77	1.21	0.67	0.59	0.08	0.31	0.10	0.78	0.00	1.53	1.40	0.00	0.00
Academic Self-Report	1629	5.26	6.44	5.54	4.41	4.89	1.94	1.82	0.91	0.00	4.17	3.82	1.57	1.84
General	316	1.92	1.72	1.54	2.48	2.09	2.77	2.74	0.82	0.54	3.75	2.29	18.66	0.00
General Self-Report	4225	13.01	12.65	12.97	16.75	13.94	13.96	13.51	3.82	7.75	5.40	10.84	5.50	5.85
Total		100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Total n	22287		7325	7599	1294	1580	1994	1787	119	104	177	174	82	52
Total Row Percent		100.00	36.38	37.90	5.23	6.46	6.19	5.01	0.53	0.37	0.56	0.49	0.55	0.34

NOTE: Percentages are weighted; numbers are unweighted.

TABLE 3

CURRICULUM PATTERN BY RACE/ETHNICITY AND GENDER
FOR ALL RESPONDENTS
Percentage Distributions
NLS

Curriculum Pattern	Total		White		Black		Hispanic		Native American		Other	
	n	%	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Concentrator	699	9.08	7.17	12.08	7.48	7.13	3.92	10.26	12.57	9.46	4.90	10.73
Limited Concentrator	1100	13.81	12.43	15.85	10.94	15.39	10.02	15.24	19.22	24.60	7.68	11.88
Concentrator/Explorer	636	7.73	5.62	9.44	5.19	8.89	4.79	8.86	7.17	14.21	6.33	9.60
Explorer	137	1.68	2.14	1.35	0.97	1.75	2.55	0.98	2.23	3.38	1.67	0.90
Incidental Personal	2072	28.17	31.40	27.89	23.43	20.84	28.47	24.14	21.82	18.27	30.28	30.35
Vocational Self-Report	366	3.99	3.47	3.72	6.01	6.17	4.47	6.91	4.74	4.52	3.49	2.83
Academic	384	5.99	8.12	5.22	4.33	3.59	5.93	2.56	8.92	1.74	8.20	3.55
Academic Self-Report	691	8.08	7.91	6.99	11.12	11.75	8.83	7.60	2.43	3.66	10.21	9.57
General	1609	19.13	20.26	15.01	27.76	21.08	27.39	19.32	18.26	18.86	24.59	17.50
General Self-Report	191	2.03	1.47	2.03	2.41	3.03	2.79	3.70	1.50	1.03	2.25	2.79
Unclassifiable	30	0.30	0.02	0.43	0.36	0.40	0.87	0.42	1.14	0.27	0.40	0.30
Total		100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Total n	7915		1805	2037	849	1048	482	593	129	171	388	413
Total Row Percent		100.00	31.71	33.32	5.26	6.51	2.26	2.89	1.94	2.66	6.79	6.68

NOTE: Percentages are weighted; numbers are unweighted.

Native Americans in both NLS-Youth and HS&B are the most likely to be in the vocational curriculum, but because sample sizes for Native Americans, Asians, and Others are small, no definite conclusions can be drawn. Vocational participation on the whole is higher in the HS&B database than in the NLS-Youth. This may be due in part to the 5-year average age difference of the two samples (NLS-Youth being the older), reflecting a trend in the last 5 years toward more participation in vocational education. However, further study will be required before definite conclusions can be reached on this issue.

Vocational curriculum respondents alone are presented in table 4 which shows how racial/ethnic groups are distributed across vocational specialties. Business and Trade and Industry specialties have higher participation rates than any other vocational specialty. Within these two areas women cluster more in Business and men cluster more in Trade and Industry. Because of small sample sizes, it is difficult to draw any definite conclusions about the other specialty areas.

Table 5 presents the relationship between respondents' socioeconomic status and their curriculum pattern. On the basis of the highest and lowest quartiles, the high SES respondents are twice as likely as those in the low SES group to be in the academic curriculum and only half as likely to be in the vocational curriculum. There is not much difference between the two groups in the proportion pursuing the general curriculum.

The relationship between SES and vocational specialties is shown in table 6. Business appears to attract larger proportions of high than low SES students whereas the opposite is true of Trade and Industry. These tendencies are sharper in the NLS-Youth than in the HS&B data.

Table 7 shows the percentage of each population group that reports having a handicap (11.6 percent overall in HS&B) and the percentage who are limited in their English proficiency (1.38 percent overall in HS&B and 3.64 percent overall in NLS-Youth).

Hispanics and Native Americans have the highest percentages of handicapped respondents. As would be expected, Asians and Hispanics have the highest proportions of LEP respondents. The incidence both of handicaps and of limited English proficiency is inversely related to socioeconomic status.

In relation to curriculum pattern (table 8), proportionately twice as many students in the general curriculum as those in the academic curriculum report handicaps, while the proportions of vocational students with handicaps falls between these two extremes. Among the vocational specialties the differences are much smaller, although handicapped students appear somewhat less frequently in the Business and Distributive Education specialties than in the others.

TABLE 4

SPECIALTY BY RACE/ETHNICITY AND GENDER
FOR VOCATIONAL RESPONDENTS
Percentage Distributions

Specialty	Total n	Total %	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Native American Male	Native American Female	Asian Male	Asian Female	Other Male	Other Female
							HS&B							
Agriculture	232	3.88	7.89	0.99	1.85	1.59	6.48	0.32	2.08	0.00	4.16	0.00	7.21	0.00
Business	3642	54.74	30.70	82.38	27.06	72.46	20.89	75.05	18.78	79.90	29.10	63.02	23.94	82.78
Health Care	73	0.98	0.45	1.18	0.70	3.54	0.68	0.80	0.00	0.89	0.00	1.33	0.00	0.00
Trade & Industry	2433	35.09	56.35	9.85	65.92	15.96	66.64	15.14	79.13	10.72	64.97	24.63	68.85	17.22
Home Economics	223	3.02	2.52	3.44	1.10	3.54	1.66	6.56	0.00	6.80	1.78	9.41	0.00	0.00
Distributive Education	166	2.29	2.10	2.15	3.36	2.91	3.63	2.12	0.00	1.70	0.00	1.60	0.00	0.00
Total		100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Total n	6769		1891	2026	453	536	816	677	58	59	98	97	38	20
Total Row Percent		100.00	40.07	41.32	42.60	44.63	47.10	43.46	61.37	54.86	60.06	51.84	48.79	44.61
							NLS							
Agriculture	222	5.59	11.35	1.71	9.30	0.83	8.39	1.40	14.07	5.14	--	--	9.42	1.91
Business	2539	67.96	45.95	85.67	39.39	74.72	52.41	89.97	37.13	74.75	--	--	46.89	85.25
Health Care	63	1.58	0.16	2.46	0.57	3.33	0.54	1.19	0.00	5.97	--	--	0.19	1.44
Trade & Industry	661	17.53	35.38	4.51	40.42	6.68	34.80	2.56	36.21	4.01	--	--	35.62	3.16
Home Economics	112	2.32	0.92	1.62	4.39	9.18	0.63	2.15	1.69	4.68	--	--	3.26	3.76
Distributive Education	182	5.01	6.23	4.02	5.92	5.24	3.22	2.76	10.90	5.44	--	--	4.62	4.48
Total		100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	--	--	100.00	100.00
Total n	3779		804	1141	351	489	178	310	68	98	--	--	139	201
Total Row Percent		100.00	43.33	57.38	40.52	44.43	36.69	51.14	52.09	59.14	--	--	36.83	50.86

NOTE: Percentages are weighted; numbers are unweighted.

TABLE 5

SOCIOECONOMIC STATUS BY CURRICULUM PATTERN
FOR ALL RESPONDENTS
Percentage Distributions

SES Quartile	Total n	Total Column %	Total	Concentrator	Limited Concentrator	Concentrator/ Explorer	Explorer	Incidental Personal	Self-Report Vocational	Academic	Self-Report Academic	General	Self-Report General	Unclassifiable
						HS&B								
Low	6180	25.45	100.00	13.13	14.30	8.32	6.51	17.21	22.65	.30	2.84	1.64	13.11	--
2nd	5552	26.14	100.00	10.93	12.82	8.67	6.77	16.82	25.15	.55	3.58	1.60	13.12	--
3rd	5238	25.07	100.00	8.45	12.43	8.21	7.72	19.78	22.93	.79	4.95	1.68	13.07	--
High	4794	23.34	100.00	4.28	11.41	6.97	5.91	26.19	17.21	1.58	10.47	2.29	13.69	--
Total n	21764			1424	1982	1301	1084	3127	6675	113	1607	297	4154	--
Total Percent		100.00	100.00	9.32	12.77	8.07	6.74	19.85	22.11	.79	9.34	1.79	13.24	--
						NLS								
Low	1449	11.27	100.00	12.30	16.56	9.62	1.82	19.73	6.31	2.92	6.30	21.49	2.49	0.46
2nd	1754	20.73	100.00	11.52	15.87	7.87	1.68	26.43	5.29	2.82	6.22	19.89	2.04	0.37
3rd	2150	28.89	100.00	11.50	15.71	9.16	2.12	26.13	4.26	2.90	6.29	19.35	2.28	0.31
High	2562	39.11	100.00	5.08	10.52	6.05	1.32	33.02	2.44	.85	10.90	17.88	1.17	0.22
Total n	7915			699	1100	636	137	2072	366	384	691	1602	191	30
Total Percent		100.00	100.00	9.08	13.81	7.73	1.68	28.17	3.99	3.99	8.08	19.13	2.03	0.30

NOTE: Percentages are weighted; numbers are unweighted.

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TABLE 6

SOCIOECONOMIC STATUS BY SPECIALTY
FOR VOCATIONAL RESPONDENTS
Percentage Distributions

SES Quartile	Total n	Total Column %	Total	Agriculture	Business	Health Care	Trade & Industry	Home Economics	Distributive Education
					HS&B				
Low	2228	27.60	100.00	4.23	53.46	0.95	36.31	2.74	2.30
2nd	1637	26.54	100.00	4.04	54.84	0.92	35.52	2.34	2.34
3rd	1455	24.66	100.00	4.69	56.04	1.44	33.24	2.54	2.05
High	1227	21.20	100.00	2.17	57.94	0.63	31.96	4.86	2.43
Total n	6547			224	3555	71	2319	218	160
Total Percent		100.0	100.00	3.86	55.40	1.01	34.42	3.02	2.28
					NLS				
Low	710	11.92	100.00	6.18	61.85	1.88	23.52	3.17	3.40
2nd	888	22.27	100.00	7.32	60.07	1.89	21.06	3.27	6.37
3rd	1097	31.51	100.00	5.35	66.35	1.94	18.46	2.28	5.61
High	1084	34.30	100.00	4.48	76.69	0.93	12.32	1.45	4.12
Total n	3779			222	2539	63	661	112	182
Total Percent		100.0	100.00	5.59	67.96	1.58	17.53	2.32	5.01

NOTE: Percentages are weighted; numbers are unweighted.

TABLE 7

PERCENT WHO ARE HANDICAPPED AND PERCENT WITH LIMITED ENGLISH PROFICIENCY, BY RACE/ETHNICITY AND GENDER AND BY SES

Race/Ethnicity, Gender and SES	Total n NLS	Total n HS&B	Percent Handicapped HS&B	Percent with Limited English Proficiency[a] HS&B	Percent with Limited English Proficiency[a] NLS
Race/Ethnicity and Gender					
White					
Male	1805	7325	10.88	0.21	2.66
Female	2037	7599	10.21	0.30	3.79
Black					
Male	849	1294	11.74	0.39	3.69
Female	1048	1580	13.80	0.18	4.19
Hispanic					
Male	482	1994	19.11	7.39	10.70
Female	593	1787	16.12	9.01	8.99
Native American					
Male	129	119	11.68	4.55	4.11
Female	171	104	21.34	2.89	2.97
Asian					
Male	--	177	13.55	18.66	--
Female	--	174	7.95	16.00	--
Other					
Male	388	82	5.50	2.22	3.32
Female	413	52	5.30	7.77	2.75
Total	7915	22287	11.63	1.39	3.64
SES					
Low	1449	6180	14.00	3.22	7.04
2nd	1754	5552	12.05	0.92	4.37
3rd	2150	5238	11.06	0.75	3.15
High	2562	4794	9.39	0.58	2.64
Total	7915	21764	11.68	1.38	3.64

[a]Different criteria are used in the HS&B and NLS data sets. See appendix A for definitions.

TABLE 8

PERCENT WHO ARE HANDICAPPED AND PERCENT WITH LIMITED ENGLISH PROFICIENCY, BY CURRICULUM PATTERN AND BY VOCATIONAL SPECIALTY

Curriculum Pattern and Vocational Specialty	Total n NLS	Total n HS&B	Percent Handicapped HS&B	Percent with Limited English Proficiency[a] HS&B	Percent with Limited English Proficiency[a] NLS
Curriculum Pattern					
Concentrator	699	1490	11.87	1.53	3.04
Limited Concentrator	1100	2038	11.13	1.63	2.79
Concentrator/Explorer	636	1343	9.82	1.33	4.15
Explorer	137	1127	14.38	1.35	2.74
Incidental Personal	2072	3239	11.14	1.41	2.51
Vocational Self-Report	366	6766	11.66	0.98	4.28
Academic	384	114	7.97	0.23	2.92
Academic Self-Report	691	1629	6.96	1.12	5.26
General	1609	316	14.18	2.02	5.19
General Self-Report	191	4225	14.02	1.83	5.20
Unclassifiable	30	--	--	--	12.77
Total	7915	22287	11.63	1.39	3.64
Vocational Specialty[b]					
Agriculture	222	232	14.25	1.18	3.36
Business	2539	3642	9.58	1.24	3.04
Health Care	63	73	13.11	0.56	3.89
Trade & Industry	661	2433	13.11	1.82	2.84
Home Economics	112	223	15.57	2.65	1.19
Distributive Education	182	166	9.01	1.15	1.03
Total	3779	6769	11.20	1.48	2.90

[a]Different criteria are used in the HS&B and NLS data sets. See appendix A for definitions.

[b]Excludes persons classified in the Academic, General, Explorer, some Incidental Personal, and all Self-Report curriculum patterns.

Multivariate Analyses

Broad general descriptions of the relationships between high school training and special group membership have been provided by the descriptive tables presented in the first part of this chapter. The questions posed in the first chapter require controls for the potentially intervening circumstances that might alter the relationships between curriculum and special group membership on the one hand and postsecondary education and labor market outcomes on the other. Analyzing the effects of special group membership upon curriculum choices and assignments also requires a multivariate approach.

Factors Influencing Selection of High School Curriculum

As has been mentioned, the analysis undertaken in this study utilizes a number of controls to overcome potential selectivity bias that might distort the estimated labor market effects of the high school vocational curriculum. The relation of these controls to selection of curriculum was evaluated therefore by estimating an equation that included these controls as independent variables with curriculum choice as the dependent variable. The estimation of this equation was first carried out by ordinary least squares (OLS), followed by a probit analysis, as described in the methodology chapter.

The equations for the vocational curriculum versus all others are presented in table 9.* Some of these variables appear to function in the expected direction; others do not. In NLS-Youth, SES and academic achievement/ability are associated with reduced likelihood of being in the vocational curriculum in high school. The academic achievement/ability measure, however, was administered after the high school curriculum was completed for the majority of the respondents. In HS&B, on the other hand, the academic achievement/ability measure was administered in the 10th grade, at a time when the curriculum pattern could not have had a major influence. But the measures are consistent in both sign and significance in both databases, thus supporting the validity of considering achievement/ability, along with SES, as an influence on curriculum selection.

Grade point average (GPA) did not operate in the expected way. In the NLS-Youth data, GPA in the 10th grade is not significant. There is, however, a significant coefficient for missing

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*The significance level is set at 0.05 or less because both databases have design effects that approach a value of 2.

TABLE 9

VOCATIONAL CURRICULUM VS. ACADEMIC AND GENERAL

	HS&B-OLS			NLS-OLS			HS&B-PROBIT			NLS-PROBIT		
	Parameter Estimate	t-value	HS&B n	Parameter Estimate	t-value	NLS n	Maximum Likelihood Estimate	t-value	Partial Derivative	Maximum Likelihood Estimate	t-value	Partial Derivative
Special Group												
Male												
Hispanic	-0.035	-1.71	880	-0.101*	-3.67	379	-0.093	-1.72	-0.037	-0.337*	-3.92	-0.121
Native American	-0.032	-0.60	86	0.066	1.44	108	-0.084	-0.60	-0.033	0.184	1.39	0.066
Black	-0.055*	-2.03	426	-0.066*	-2.82	654	-0.145*	-2.05	-0.058	-0.217*	-3.06	-0.078
Other	-0.035	-0.87	179	-0.074*	-2.62	309	-0.098	-0.92	-0.039	-0.268*	-2.97	-0.096
Female												
Hispanic	-0.076*	-3.35	724	0.074*	2.85	469	-0.200*	-3.35	-0.080	0.192*	2.51	0.069
Native American	-0.030	-0.53	80	0.154*	3.91	147	-0.079	-0.54	-0.032	0.439*	3.72	0.156
Black	-0.062*	-2.41	511	0.047*	2.16	820	-0.164*	-2.44	-0.066	0.122	1.88	0.044
White	-0.016	-1.06	2304	0.109*	6.75	1723	-0.042	-1.08	-0.017	0.309*	6.45	0.111
Other	-0.086*	-2.11	171	0.067*	2.44	333	-0.233*	-2.14	-0.093	0.190*	2.31	0.068
Handicapped	-0.051*	-2.85	881				-0.132*	-2.83	-0.053			
MD Handicapped	0.094	0.53	41				0.242	0.52	0.096			
Limited English Proficient	-0.059	-1.85	273	-0.044	-1.55	270	-0.156	-1.86	-0.062	-0.128	-1.44	-0.046
MD Limited English Proficient	-0.036	-0.91	195				-0.094	-0.90	-0.038			
Locale												
Northeast	0.007	0.42	1604	-0.028	-1.58	1104	0.020	0.43	0.008	-0.083	-1.56	-0.030
South	0.014	0.89	2833	-0.005	-0.36	2338	0.037	0.89	0.015	-0.017	-0.39	-0.006
West	-0.059*	-3.21	1570	-0.040*	-2.24	1202	-0.155*	-3.17	-0.062	-0.120*	-2.26	-0.043
Rural	0.026*	2.23	3517	0.080*	4.66	866	0.069*	2.22	0.027	0.220*	4.40	0.079
MD Rural				-0.011	-0.39	309				-0.038	-0.46	-0.013

NOTES: *Indicates that the chance probability of an effect this large is $\leq .05$. MD refers to missing data.

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TABLE 9—Continued

	HS&B-OLS			NLS-OLS			HS&B-PROBIT			NLS-PROBIT		
	Parameter Estimate	t-value	HS&B n	Parameter Estimate	t-value	NLS n	Maximum Likelihood Estimate	t-value	Partial Derivative	Maximum Likelihood Estimate	t-value	Partial Derivative
Other												
Absenteeism	-0.007	-1.53	7473									
MD Absenteeism	-0.051	-0.25	38				-0.018	-1.52	-0.007			
Discipline Problems	0.023	1.31	1014				-0.128	-0.23	-0.051			
MD Discipline Problems	0.098	1.39	141				0.060	1.31	0.024			
Trouble with Law	-0.002	-0.05	297				0.259	1.40	0.103			
MD Trouble with Law	-0.095	-1.40	178				-0.005	-0.06	-0.002			
8th-Grade Aspirations	-0.109*	-8.21	3729				-0.247	-1.40	-0.098			
MD 8th-Grade Aspirations	-0.029	-1.53	963				-0.281*	-8.08	-0.112			
Work at Age 35							-0.075	-1.53	-0.030			
10th-Grade Grade Point Average	0.027*	3.05	7485	-0.018	-1.02	5692				-0.049	-0.94	-0.018
MD 10th-Grade Grade Point Average	0.024	0.25	26	0.006	0.61	5845	0.072*	3.04	0.029	0.022	0.82	0.008
Ability	-0.010*	-11.32	7379	-0.415*	-21.34	622	0.057	0.23	0.023	-2.195*	-14.85	-0.786
MD Ability	-0.035	0.68	132	-0.001*	-3.48	6270	-0.025*	-11.20	-0.010	-0.005*	-3.66	-0.002
School Attitude				-0.004	-0.11	197	0.092	0.70	0.036	-0.044	-0.41	-0.016
MD School Attitude				0.004	1.78	3411				0.011	1.72	0.004
Work in High School	0.050*	1.96	7072	-0.026*	-2.06	3056				-0.073	-1.97	-0.026
MD Work in High School	0.083	0.43	36				0.131	1.96	0.052			
SES	-0.052*	-5.92	7436	-0.008*	-10.52	6467	0.223	0.42	0.089			
MD SES	0.012	0.15	75				-0.137*	-5.92	-0.055	-0.025*	-10.46	-0.009
Self-esteem	-0.011	-1.38	7367	-0.003	-1.84	6405	0.027	0.13	0.011			
MD Self-esteem	-0.010	-0.14	144	-0.004	-0.08	62	-0.030	-1.41	-0.012	-0.008	-1.74	-0.003
Intercept	0.974	18.96	7511	0.457	5.46	6467	0.026	0.14	0.010	0.008	0.05	0.003
							1.240	9.13	0.495	0.790	3.13	0.283
	R^2 = 0.065			R^2 = 0.117								
	Adj. R^2 = 0.060			Adj. R^2 = 0.114								
	F-statistic = 14.747			F-statistic = 34.174								

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data on this variable, thus making a conclusion about its nonsignificance unwarranted because one does not know whether those in the vocational curriculum had higher or lower grades than the others. GPA in the 10th grade is significant and positive in the HS&B data. This is not expected because more academically successful students are believed more likely to be in an academic curriculum. Rural residence is associated with greater likelihood of being in the vocational curriculum, but living in the West has the opposite association.

Other information of interest to this study is available in these equations. In both databases, Hispanic and black men are less likely than majority white men to be in the vocational curriculum. The coefficients are uniformly negative, and also significant, except for Hispanic men in the HS&B data. For women, the information in the two databases does not agree. All female respondents in the NLS-Youth survey are more likely to be in the vocational curriculum according to the OLS estimation. The probit estimate does not confirm the OLS finding for black women, although the sign is in the same direction and the critical ratio approaches significance. In the HS&B survey, however, both black and Hispanic women are less likely to be in the vocational curriculum. There is no readily apparent explanation for this anomaly. Two possibilities are these. The NLS-Youth respondents are, on the average, about 5 years older than the HS&B respondents, allowing for the possibility of a changing trend. There may also be a sampling problem reflected in this finding. The high degree of agreement in other findings, discussed subsequently, suggests that the first explanation is more tenable.

When one turns to the equations estimating the likelihood of completing the academic curriculum (table 10), some similar patterns emerge. Achievement/ability and SES are positively associated with completing an academic curriculum. Grade point average in the 10th grade is also higher for those in this curriculum than for those in the others, on the average. Living in a rural area does not seem to have an effect. Region of the country shows a mixed effect, again calling attention to possible differences in the databases.

The picture for the groups of special interest is not strongly established, but shows some interesting tendencies. When compared with white males, the NLS-Youth respondents who are black or Hispanic, whether male or female, all show a higher frequency in the academic curriculum. The OLS coefficients are significant in only three of the eight cases, but the probit analysis produces significant results for the black respondents as well. White women, on the other hand, are significantly less likely to be in the academic curriculum in both databases.

Except as noted, the probit analyses confirmed the results of the OLS equations. The sobering conclusion about these

TABLE 10

ACADEMIC CURRICULUM VS. VOCATIONAL AND GENERAL

	HS&B-OLS			NLS-OLS			HS&B-PROBIT			NLS-PROBIT		
	Parameter Estimate	t-value	HS&B n	Parameter Estimate	t-value	NLS n	Maximum Likelihood Estimate	t-value	Partial Derivative	Maximum Likelihood Estimate	t-value	Partial Derivative
Special Group												
Male												
Hispanic	0.011	0.86	880	0.015	0.78	379	0.023	0.25	0.003	0.070	0.63	0.011
Native American	0.044	1.38	86	0.034	1.03	108	0.386	1.81	0.042	0.147	0.92	0.023
Black	0.004	0.22	426	0.027	1.63	654	0.031	0.27	0.003	0.268*	2.94	0.041
Other	0.092*	3.84	179	0.003	0.13	309	0.404*	2.86	0.044	0.054	0.53	0.008
Female												
Hispanic	0.003	0.22	724	0.010	0.56	469	-0.070	-0.69	-0.008	0.057	0.54	0.009
Native American	0.018	0.55	80	-0.096*	-3.35	147	0.016	0.06	0.002	-0.648*	-3.24	-0.100
Black	0.010	0.63	511	0.010	0.63	820	0.098	0.93	0.011	0.190*	2.20	0.029
White	-0.034*	-3.83	2304	-0.033*	-2.83	1723	-0.195*	-3.47	-0.021	-0.137*	-2.33	-0.021
Other	0.083*	3.46	171	-0.024	-1.20	333	0.042*	2.88	0.043	-0.069	-0.68	-0.011
Handicapped	0.018	1.72	881				0.073	0.94	0.008			
MD Handicapped	-0.066	-0.63	41				-0.840	-0.41	-0.091			
Limited English Proficient	-0.007	-0.39	273	0.001	0.07	270	-0.154	-0.92	-0.017	-0.045	-0.36	-0.007
MD Limited English Proficient	0.047*	2.01	195				0.327	1.99	0.035			
Locale												
Northeast	0.036*	3.41	1604	0.154*	12.15	1104	0.193*	2.85	0.021	0.749*	11.34	0.116
South	-0.022*	-2.34	2833	0.110*	10.23	2338	-0.139*	-2.18	-0.015	0.586*	9.86	0.090
West	-0.059*	-5.32	1570	0.010	0.76	1202	-0.377*	-4.82	-0.041	0.073	0.99	0.011
Rural	0.005	0.64	3517	-0.025*	-1.98	866	0.027	0.58	0.003	-0.108	-1.54	-0.017
MD Rural				0.025	1.27	309				0.179	1.73	0.028

NOTES: *Indicates that the chance probability of an effect this large is $\leq .05$. MD refers to missing data.

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TABLE 10--Continued

	HS&B-OLS			NLS-OLS			HS&B-PROBIT			NLS-PROBIT		
	Parameter Estimate	t-value	HS&B n	Parameter Estimate	t-value	NLS n	Maximum Likelihood Estimate	t-value	Partial Derivative	Maximum Likelihood Estimate	t-value	Partial Derivative
Other												
Absenteeism	-0.005	-1.80	7473				-0.048*	-2.42	-0.005			
MD Absenteeism	-0.058	-0.47	58				0.295	0.15	0.032			
Discipline Problems	-0.001	-0.13	1014				-0.091	-1.08	-0.010			
MD Discipline Problems	0.004	0.08	141				-0.016	-0.04	-0.002			
Trouble with Law	-0.013	-0.74	297				-0.170	-1.11	-0.018			
MD Trouble with Law	-0.002	-0.04	178				-0.258	-0.72	-0.028			
8th-Grade Aspirations	0.060*	7.61	3729				0.418*	7.14	0.045			
MD 8th-Grade Aspirations	0.005	0.42	963				0.013	0.14	0.001			
Work at Age 35				0.041*	3.21	5692				0.281*	3.64	0.043
10th-Grade Grade Point Average	0.051*	9.63	7485	0.067*	9.94	5845	0.331*	8.52	0.036	0.272*	7.64	0.042
MD 10th-Grade Grade Point Average	-0.041	-0.73	26	-0.116*	-8.24	622	-0.111	-0.23	-0.012	-1.666*	-6.58	-0.257
Ability	0.007*	14.52	7379	0.003*	9.36	6270	0.052*	13.68	0.006	0.019*	10.15	0.003
MD Ability	-0.046	-1.53	132	0.015	0.63	197	-0.138	-0.57	-0.015	0.271	1.99	0.042
School Attitude				0.003*	1.96	3421				0.019*	2.16	0.003
MD School Attitude				-0.001	-0.05	3056				-0.040	-0.85	-0.006
Work in High School	-0.021	-1.36	7072				-0.107	-1.09	-0.012			
MD Work in High School	0.034	0.29	36				0.907	0.90	0.098			
SES	0.028*	5.31	7436	0.006*	10.43	6467	0.159*	4.68	0.017	0.029*	9.50	0.005
MD SES	-0.040	-0.88	75				-1.206	-1.28	-0.130			
Self-esteem	0.002	0.40	7367	0.000	0.28	6405	0.020	0.60	0.002	-0.000	-0.02	-0.000
MD Self-esteem	-0.005	-0.13	144	0.004	0.09	62	-0.258	-0.67	-0.028	0.007	0.03	0.001
Intercept	-0.381	-12.47	7511	-0.414	-6.86	6467	-4.974	-21.54	-0.538	-5.431	-15.60	-0.839
R^2 = 0.145 Adj. R^2 = 0.141 F-statistic = 36.175				R^2 = 0.145 Adj. R^2 = 0.141 F-statistic = 43.530								

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findings is that the question of factors influencing vocational curriculum selection is, at best, only partially answered. The likelihood of being in one or the other of the curricula is not well established, as evidenced by the relatively low R^2s.

Factors Influencing Entry and Type of Postsecondary Schooling

Another set of variables that may influence labor market outcomes of the secondary curriculum are those representing characteristics that reflect possible differences in the earnings potential of those who go on to postsecondary schooling compared with those who do not. These variables are also interesting in their own right in relation to the groups of special interest. As described in chapter 3, the equations were estimated first by OLS, and then a probit analysis was run if the specification appeared interpretable.

There are three sets of equations in this analysis. The first examines the antecedents of deciding whether or not to enter postsecondary education in any formal way. The results from the two databases are in substantial agreement (table 11). In the NLS-Youth data, the academic graduates, whether identified by self-report or by transcript, are more likely than general students to go on to some form of postsecondary education. These findings are generally confirmed when the probit technique is used. Vocational graduates do not show a disadvantage in post-secondary attendance in comparison to general graduates. The HS&B respondents who have followed an academic curriculum are also more likely than those in the general curriculum to enter some kind of formal postsecondary school. Some vocational curriculum graduates, those in training-related jobs, are less likely to enter such schooling. However, the fact of having the training-related job may be a better explanation than the curriculum because those who followed the same curriculum but were not working in such jobs were no less likely than the general graduates to go on. Overall, the association of high school curriculum with postsecondary schooling appears to be somewhat more limited than commonly believed.

Ability, SES, and 10th-grade GPA are strong antecedents of postsecondary schooling. (Recall, however, the timing of the achievement/ability measure in the NLS-Youth.) Also, the regional variables show differential influences in favor of postsecondary attendance, consistently for living in the West. The self-esteem measures are consistently and positively associated with postsecondary entry. Eighth-grade aspirations are also positive, but several variables describing high school and personal experience (for example, school discipline problems, trouble with the law) are negative. These last three variables are available only in the HS&B data.

TABLE 11

FACTORS INFLUENCING POSTSECONDARY SCHOOL ATTENDANCE

	HS&B-OLS			NLS-OLS			HS&B-PROBIT			NLS-PROBIT		
	Parameter Estimate	t-value	HS&B n	Parameter Estimate	t-value	NLS n	Maximum Likelihood Estimate	t-value	Partial Derivative	Maximum Likelihood Estimate	t-value	Partial Derivative
Education												
Concentrator	-0.029	-1.70	738	-0.014	-0.75	676	-0.163*	-3.13	-0.056	-0.110	-1.71	-0.034
Limited Concentrator	-0.011	-0.73	1157	0.010	0.65	1073	-0.080	-1.71	-0.027	-0.044	-0.79	-0.014
Concentrator/ Explorer	0.023	1.41	785	-0.027	-1.45	619	0.041	0.75	0.014	-0.123	-1.79	-0.038
Academic	0.052*	2.96	763	0.078*	4.75	942	0.433*	5.14	0.149	0.391*	5.13	0.121
SR Vocational	-0.022	-1.05	612	-0.009	-0.37	356	-0.085	-1.22	-0.029	-0.013	-0.14	-0.004
SR Academic	0.051	1.53	171	0.145*	7.47	660	0.316*	2.20	0.109	0.518*	6.19	0.160
Concentrator TR	-0.125*	-4.53	246									
Limited Concentrator TR	-0.048	-4.80	262									
Concentrator/ Explorer TR	-0.041	-1.13	133									
Indeterminant Voc.	-0.117*	-1.98	49									
MD Transcripts	-0.036	-0.62	85									
Special Group												
Male												
Hispanic	0.056*	2.83	603	0.112*	4.92	465	0.212*	3.08	0.073	0.448*	5.03	0.139
Native American	0.026	0.67	116	0.014	0.36	125	0.107	0.81	0.037	-0.111	-0.08	-0.003
Black	0.043*	2.02	498	0.072*	3.73	815	0.215*	2.95	0.073	0.271*	3.62	0.084
Other	0.130*	3.96	179	0.008	0.35	374	0.617*	4.56	0.212	0.094	1.03	0.029
Female												
Hispanic	0.136*	6.65	579	0.138*	6.46	581	0.492*	6.77	0.169	0.486*	5.89	0.150
Native American	0.082	1.84	89	-0.071*	-2.09	168	0.334*	2.25	0.115	-0.195	-1.65	-0.060
Black	0.225*	11.24	610	0.174*	9.52	1029	0.806*	11.02	0.277	0.512*	7.07	0.158
White	0.057*	4.80	2640	0.001	0.1	1978	0.208*	4.85	0.071	0.012	0.22	0.004
Other	0.173*	5.28	184	0.068*	2.42	399	0.765*	5.57	0.263	0.182	1.99	0.056
Handicapped	-0.007	-0.47	925									
MD Handicapped	0.060	0.32	11									
Limited English Proficient	0.079*	2.91	273	0.072*	3.15	351	0.276*	2.90	0.095	0.232*	2.50	0.072
MD Limited English Proficient	-0.037	-1.04	223				-0.175	-1.44	-0.603			

NOTES: *indicates that the chance probability of an effect this large is $\leq .05$. SR refers to self-report, TR refers to training-related, MD refers to missing data.

TABLE 11--Continued

	HS&B-OLS			NLS-OLS			HS&B-PROBIT			NLS-PROBIT		
	Parameter Estimate	t-value	HS&B n	Parameter Estimate	t-value	NLS n	Maximum Likelihood Estimate	t-value	Partial Derivative	Maximum Likelihood Estimate	t-value	Partial Derivative
Locale												
Northeast	0.010	0.71	1748	-0.001	-0.10	1436	0.020	0.39	0.007	0.038	0.68	0.012
South	0.018	1.44	2972	0.049*	3.87	2797	0.554	1.23	0.019	0.264*	5.31	0.082
West	0.044	2.88	1585	0.033*	2.22	1382	0.109	1.99	0.037	0.152*	2.61	0.047
Rural	-0.013	-1.35	3396	-0.070*	-4.75	984	-0.060	-1.74	-0.021	-0.212*	-3.96	-0.065
MD Rural				-0.139*	-5.90	370				-0.236	-1.60	-0.073
Other												
Absenteeism	-0.021*	-5.63	7958				-0.068*	-5.13	-0.023			
MD Absenteeism	-0.329*	-2.16	15									
Discipline Problems	-0.054*	-3.71	1024				-0.171*	-3.49	-0.059			
MD Discipline Problems	-0.110	-1.83	107				-0.244	-1.29	-0.084			
Trouble with Law	-0.021	-0.87	306									
MD Trouble with Law	0.097	1.67	146									
Work Composite	0.035*	5.07	7880				0.120*	4.85	0.041			
MD Work Composite	0.182*	2.42	93				0.605*	2.41	0.208			
8th-Grade Aspirations	0.144*	13.11	4022				0.461*	12.32	0.158			
MD 8th-Grade Aspirations	-0.052*	-3.33	951				-0.148*	-2.81	-0.051			
Work at Age 35				0.110*	7.55	6753				0.378*	7.03	0.117
10th-Grade Grade Point Average	0.058*	7.65	7232	0.038*	4.79	6219	0.216*	7.91	0.074	0.145*	4.69	0.045
MD 10th-Grade Grade Point Average	-0.044*	-2.19	741	-0.044*	-2.99	1475	-0.155*	-2.25	-0.053	-0.172*	-3.00	-0.053
Ability	0.011*	16.45	7860	0.007*	20.66	7451	0.039*	15.79	0.013	0.022*	16.26	0.007
MD Ability	-0.045	-1.08	113	-0.028	-1.01	243	-0.253	-1.88	-0.087	-0.250*	-2.38	-0.077
School Attitude				-0.000	-0.10	3965				-0.003	-0.43	-0.001
MD School Attitude				0.016	1.18	3729				0.080	1.50	0.025
Work in High School	-0.009	-0.73	6705				-0.051	-1.10	-0.018			
MD Work in High School	0.047	0.63	32				0.147	0.58	0.050			
Hours Worked Per Week				-0.001*	-4.53	7694				-0.013*	-8.73	-0.004
SES	0.121*	16.78	7930	0.007*	10.25	7694	0.460*	17.00	0.158	0.028*	10.84	0.009
MD SES	-0.063	-0.87	43				-0.435*	-2.02	-0.150			
Self-esteem	0.016*	2.43	7859	0.006*	4.42	7614	0.065*	2.78	0.022	0.019*	3.85	0.006
MD Self-esteem	0.166*	2.22	114	0.006	0.14	80	0.392	1.65	0.135	0.044	0.24	0.014
Intercept	-0.147	-3.71	7973	-0.227	-3.22	7694	-2.216	-15.77	-0.762	-2.988	-10.41	-0.924
	R^2 = 0.266 Adj. R^2 = 0.262 F-statistic = 59.874			R^2 = 0.198 Adj. R^2 = 0.195 F-statistic = 59.118								

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Among the groups of special interest, Hispanics and blacks, both men and women, are more likely than white men to go on to postsecondary education, other things being equal. White women are also significantly more likely to do so among the HS&B respondents, but the tendency is not significant in the NLS-Youth sample. Likewise, the signs are all positive for Native Americans, but in general, the differentials are not significant. There is no observable differential effect for being handicapped, but limited English proficiency has a positive association with continuing education after high school among the respondents in both databases. Recall that these results are for high school graduates, and that controls for the disadvantaging factor of SES are in place. Keeping this in mind, these results are encouraging for the groups of special interest. And although little impact of curriculum is consistently observable, the retention of these variables in the equations for labor market outcomes was considered advisable.

Factors Influencing Types of Postsecondary Schooling

When the choice of type of postsecondary school is the consideration, the high school curriculum may have a more notable effect (table 12). The choice of a vocational-technical school over other forms of postsecondary schooling seems to be favored by a larger proportion of high school vocational Concentrators and Limited Concentrators than general curriculum graduates, but these results are not confirmed by the probit estimation. This is not to say that the vocational graduates go primarily to the vocational-technical postsecondary schools, but rather that they may go to these more frequently than general graduates do. Indeed, other evidence shows that the most common type of postsecondary school for high school vocational graduates is the 4-year college or university (Campbell and Basinger 1985). The percentage attending the vocational-technical schools is simply higher for high school vocational graduates than the general or academic graduates. The academic curriculum, on the other hand, does not differ from the general curriculum, as determined by transcripts, but self-report is an antecedent of choosing a 2- or 4-year college if one accepts the probit results.

When one considers the choice between the 2- and 4-year colleges (table 13), the academic curriculum in high school is shown to increase the probability of attending 4-year schools. The vocational curriculum based on self-report is associated with a reduced probability of attending 4-year schools, but the vocational curricula derived from transcripts are not. The factors most consistently related to the choice of a 4-year rather than a 2-year school are the same ones that figured in the decision to attend any postsecondary school: SES, GPA in the 10th grade, and the achievement/ability measure. Also, higher self-esteem is associated with the higher levels of schooling.

TABLE 17

FACTORS INFLUENCING CHOICE OF SCHOOL TYPE,
OTHER 2-YEAR AND 4-YEAR VS. VOCATIONAL-TECHNICAL

	NLS-OLS			NLS-PROBIT		
	Parameter Estimate	t-value	NLS n	Maximum Likelihood Estimate	t-value	Partial Derivative
Education						
Concentrator	-0.124*	-6.91	427	-0.452*	-5.25	-0.075
Limited Concentrator	-0.073*	-5.02	714	-0.269*	-3.54	-0.045
Concentrator/ Explorer	-0.028	-1.55	392	-0.131	-1.32	-0.022
Academic	0.027	1.86	847	0.334*	3.18	0.056
SR Vocational	-0.146*	-5.69	200	-0.378*	-2.94	-0.063
SR Academic	0.027	1.51	561	0.208	1.82	0.035
Special Group						
Male						
Hispanic	0.101*	4.67	321	0.471*	3.62	0.078
Native American	-0.013	-0.33	80	0.026	0.13	0.004
Black	0.141*	7.30	470	0.737*	6.16	0.123
Other	0.009	0.42	272	-0.014	-0.11	-0.002
Female						
Hispanic	0.136*	6.65	401	0.503*	4.23	0.084
Native American	-0.010	-0.28	96	-0.135	-0.79	-0.022
Black	0.128*	7.32	729	0.547*	5.33	0.091
White	-0.014	-1.05	1395	-0.142	-1.96	-0.024
Other	0.054*	2.58	314	0.223	1.73	0.037
Limited English Proficient	0.069*	3.13	241	0.405*	2.87	0.067
Locale						
Northeast	0.046*	3.23	1009	0.251*	3.17	0.042
South	0.062*	5.08	1943	0.349*	5.13	0.058
West	0.086*	5.99	987	0.541*	6.32	0.090
Rural	-0.065*	-4.33	579	-0.231*	-3.05	-0.038
MD Rural	-0.049	-1.95	202	-0.257	-1.24	-0.043
Other						
Work at Age 35	0.028	1.87	4812	0.166*	2.03	0.028
10th-Grade Grade Point Average	0.046*	6.08	4369	0.262*	6.12	0.044
MD 10th-Grade Grade Point Average	0.015	1.03	972	0.070	0.81	0.012
Ability	0.004*	11.62	5197	0.019*	9.42	0.003
MD Ability	0.027	0.95	144	0.049	0.30	0.008
School Attitude	0.001	0.44	2624	-0.001	-0.08	-0.000
MD School Attitude	0.027*	2.01	2717	0.121	1.60	0.020
Hours Worked Per Week	-0.001*	-4.79	5341	-0.014*	-6.86	-0.002
SES	0.005*	8.01	5341	0.029*	7.90	0.005
Self-esteem	0.003*	2.49	5291	0.014*	2.07	0.002
MD Self-esteem	-0.079	-1.68	50	-0.330	-1.35	-0.055
Intercept	0.223	3.21	5341	-2.439	-5.94	-0.406
R^2 = 0.150						
Adj. R^2 = 0.145						
F-statistic = 29.214						

NOTES: *Indicates that the chance probability of an effect this large is $\leq$ .05.
SR refers to self-report, MD refers to missing data.

TABLE 13

FACTORS INFLUENCING CHOICE OF SCHOOL TYPE,
2-YEAR VS. 4-YEAR

	NLS-OLS			NLS-PROBIT		
	Parameter Estimate	t-value	NLS n	Maximum Likelihood Estimate	t-value	Partial Derivative
Education						
Concentrator	-0.048	-1.67	300	-0.144	-1.61	-0.053
Limited Concentrator	-0.006	-0.25	551	-0.073	-1.03	-0.027
Concentrator/ Explorer	0.016	0.60	323	0.059	0.67	0.022
Academic	0.086*	4.24	816	0.259*	3.79	0.096
SR Vocational	-0.099*	-2.38	137	-0.322*	-2.46	-0.120
SR Academic	0.116*	4.56	522	0.313*	3.70	0.116
Special Group						
Male						
Hispanic	0.052	1.64	284	0.158	1.54	0.059
Native American	0.013	0.22	62	0.129	0.66	0.048
Black	0.195*	6.80	410	0.578*	5.94	0.215
Other	0.008	0.24	235	0.001	0.01	0.000
Female						
Hispanic	0.056	1.85	353	0.177	1.82	0.066
Native American	-0.017	0.31	76	-0.045	-0.27	-0.017
Black	0.094*	3.59	619	0.314*	3.63	0.117
White	0.012	0.62	1156	0.048	0.77	0.018
Other	0.031	1.03	283	0.045	0.46	0.017
Limited English Proficient	0.012	0.38	214	0.048	0.45	0.018
MD Limited English Proficient						
Locale						
Northeast	0.019	0.89	873	0.064	0.91	0.024
South	-0.024	-1.30	1662	-0.056	-0.93	-0.021
West	-0.155*	7.33	887	-0.480*	-7.01	-0.178
Rural	-0.069*	-2.95	432	-0.242*	-3.32	-0.090
MD Rural	-0.047	-1.25	164	-0.319	-1.66	-0.118
Other						
Work at Age 35	0.046*	2.02	4122	0.074	0.99	0.027
10th-Grade Grade Point Average	0.068*	6.07	3709	0.211*	5.73	0.078
MD 10th-Grade Grade Point Average	-0.029	-1.30	844	-0.082	-1.15	-0.030
Ability	0.007*	12.31	4434	0.019*	10.35	0.007
MD Ability	0.116*	2.69	119	0.295	1.96	0.110
School Attitude	-0.002	-0.83	2170	-0.013	-1.46	-0.005
MD School Attitude	-0.015	-0.73	2383	-0.064	-0.95	-0.024
Hours Worked Per Week	-0.002*	-4.97	4553	-0.011*	-6.52	-0.004
SES	0.004*	4.49	4553	0.013*	4.35	0.005
Self-esteem	0.004*	2.24	4516	0.015*	2.59	0.006
MD Self-esteem	-0.037	-0.50	37	-0.174	-0.70	-0.065
Intercept	-0.156	-1.49	4553	-1.977	-5.55	-0.735

R^2 = 0.151
Adj. R^2 = 0.145
F-statistic = 25.057

NOTES: *Indicates that the chance probability of an effect this large is $\leq$ .05.
SR refers to self-report, MD refers to missing data.

Hispanics and blacks, both men and women, tend to select 2-year schools over vocational-technical schools and 4-year schools over 2-year schools. The differentials are not significant for the Hispanics in the case of the 2-year or 4-year choice, but the direction of the choice is consistent. White women, on the other hand, are not differentiated from white men in their choice between these two types of postsecondary schooling. Those for whom English is a language of limited proficiency tend to be more often enrolled in 2- or 4-year schools than vocational-technical schools. The probit results confirm these findings.

From the standpoint of model specification, it is important to note that all of the variables that are significantly related to the decision to take postsecondary education appear in the labor market outcome equations. With respect to the groups of special interest, the data show an encouraging trend toward the use of the higher levels of postsecondary education on the part of the Hispanic and blacks. The trend is less encouraging for white women. There is no evidence of systematic selectivity on the part of any group.

These findings are tempered by the fact that the specifications used, and those available for sufficient numbers of respondents in the two databases, left much of the variation in choice of attendance and type unexplained. In fact, the two equations differentiating type of attendance using the HS&B data could not be interpreted. Thus, the findings reported here are regarded as more than usually tentative and subject to further inquiry.

Labor Force Participation, Employment, Group Membership, and High School Curriculum

The effects of group membership and curriculum in the high school were estimated by two sets of equations. These equations had two different dependent variables. One was a measure of labor force participation (percentage of time working or looking for work), the other a measure of employment. The equations were estimated using data from both NLS-Youth and HS&B. The latter data set contains more information about the school experience than the first. Therefore, its specification includes a greater number of independent variables.

The two pairs of equations are not exact replications, but consistency across samples and across specifications, when it does occur, is judged to provide strong support for the conclusions. The samples vary in the average age of their respondents, in the fluctuations of the labor market cycles that they encompass, and in the method of selection. The NLS-Youth cohorts are, on average, about 5 years out of high school, whereas the HS&B respondents are slightly less than 2.

The labor force participation equations took, as a dependent variable, the percentage of the weeks that each respondent had spent in the labor force out of the total number of weeks since graduation from high school. High school curriculum and special group membership are the explanatory variables of interest, and the control variables are those described in chapter 3. Table 14 presents the results.*

In the NLS-Youth equation, vocational Concentrators and Limited Concentrators both show greater percentages of time in the labor force than the comparison group--graduates of the general curriculum. Graduates of the academic curriculum, on the other hand, show a smaller percentage of time in the labor force than their general counterparts. The HS&B results are similar. Although the coefficients are not identical, their signs and significance agree. The differences observed between the two databases are most likely the consequence of the limits placed on the variables in HS&B, but not in NLS-Youth. Specifically, a vocational education/training related job interaction term is included in the HS&B equation. The coefficients for the academic curriculum are within one percentage point of being identical in the two samples, even though the academic definition is slightly less stringent in the HS&B data. The reduced labor force participation for academic graduates is not explained by the intuitively obvious explanation of going on to postsecondary school. Postsecondary education is controlled in the estimation, by variables for both enrollment and completion.

Among the special groups, where the comparison group is white men, black men have lower participation in the NLS-Youth sample. This participation is reduced even more in the HS&B sample, and the Native American men also show reduced participation in that sample. The largest effects are for women, however. Here one observes that the differentials in labor force participation for women, compared with white men, are all negative and all significant, with one exception--for the white women in the HS&B sample. The difference for them is only 1 percentage point, and is not significant. An explanation may lie in the inclusion of a variable reflecting parenthood for women in the HS&B equation, but one must then conclude that children have less effect on labor force participation for nonwhite women than for white women. A ready explanation, either theoretical or intuitive, is not apparent.

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*Tables 14 through 28 show only the regression coefficients for the explanatory variables of primary interest. For the complete regression results, see appendix C, tables C14-C28.

TABLE 14

LABOR FORCE PARTICIPATION, EMPLOYMENT,
GROUP MEMBERSHIP, AND HIGH SCHOOL CURRICULUM

	Percentage of Time in the Labor Force						Percentage of Weeks Worked					
	HS&B			NLS			HS&B			NLS		
	Parameter Estimate	t-value	HS&B n	Parameter Estimate	t-value	NLS n	Parameter Estimate	t-value	HS&B n	Parameter Estimate	t-value	NLS n
Education												
Concentrator	0.023	1.62	578	0.036*	2.87	608	0.006	0.53	518	0.041*	4.18	598
Limited Concentrator	0.018	1.54	900	0.023*	2.20	962	-0.011	-1.25	805	0.016	1.93	943
Concentrator/ Explorer	-0.012	-0.84	566	0.014	1.08	556	-0.011	-1.02	493	0.034*	3.43	546
Academic	-0.043*	-3.01	616	-0.037*	-3.23	835	-0.006	-0.57	536	-0.007	-0.76	822
SR Vocational	0.030	1.74	474	0.001	0.09	314	0.001	0.07	420	0.025	1.87	299
SR Academic	0.008	0.31	137	0.017	1.28	605	-0.020	-0.98	125	0.016	1.51	588
Concentrator (TR)	0.096*	4.06	178				0.033*	1.96	176			
Limited Concentrator (TR)	0.115*	5.07	190				0.027	1.70	189			
Concentrator/ Explorer (TR)	0.064*	2.02	95				0.019	0.86	91			
Special Group												
Male												
Hispanic	-0.014	-0.86	444	0.005	0.31	423	0.010	0.81	394	-0.008	-0.67	412
Native American	-0.144*	-4.44	92	-0.026	-0.94	106	-0.022	-0.89	75	-0.018	-0.85	102
Black	-0.099*	-5.62	395	-0.048*	-3.56	723	-0.024	-1.80	337	-0.099*	-9.39	699
Other	-0.056*	-2.08	146	-0.005	-0.29	346	0.001	0.40	119	-0.003	-0.25	340
Female												
Hispanic	-0.058*	-3.41	465	-0.061*	-4.07	515	-0.025*	-1.97	402	0.011	0.98	505
Native American	-0.181*	-4.95	72	-0.104*	-4.61	160	-0.005	-0.15	51	-0.059*	-3.32	156
Black	-0.126*	-7.71	533	-0.113*	-8.94	926	-0.046*	-3.66	418	-0.141*	-14.13	898
White	-0.014	-1.36	2005	-0.057*	-6.06	1811	-0.001	-0.09	1824	-0.011	-1.50	1783
Other	-0.053*	-2.03	158	-0.006	-0.36	363	-0.004	-0.22	136	0.022	1.74	358
Handicapped	-0.010	-0.77	710				0.006	0.67	619			
Limited English Proficient	-0.036	-1.62	220	-0.068*	-4.43	337	-0.008	-0.46	182	-0.009	-0.78	324

NOTES: *Indicates that the chance probability of an effect this large is $\leq .05$. All equations controlled for socioeconomic status, region, rural/urban location, achievement/ability, postsecondary education, current enrollment, labor market experience, and tenure. In addition, the HS&B equations controlled for the presence of a spouse or child and occupation. SR refers to self-report, TR refers to training-related, MD refers to missing data.

TABLE 14--Continued

	Percentage of Time In the Labor Force						Percentage of Weeks Worked					
	HS&B			NLS			HS&B			NLS		
	Parameter Estimate	t-value	HS&B n	Parameter Estimate	t-value	NLS n	Parameter Estimate	t-value		Parameter Estimate	t-value	NLS n
Absenteeism	-0.001	-0.29	6088				0.003	1.16	5404			
Discipline Problems	-0.047*	-3.85	761				-0.011	-1.23	663			
Trouble with Law	-0.019	-0.92	229				-0.023	-1.50	206			
Work Composite	0.011	1.87	6023				0.001	0.19	5350			
8th Grade Aspirations	-0.007	-0.77	3132				0.003	0.46	2789			
10th Grade Grade Point Average	0.020*	3.16	5499	0.002	0.44	5631	0.012*	2.38	4899	0.012*	2.83	5533
Work In High School	0.149*	14.57	5002				0.034*	4.31	4549			
Self-esteem	0.003	0.47	6009	0.001	1.48	6676	0.011*	2.64	5337	0.003*	3.80	6554
Locus of Control	0.011	1.68	6004				-0.001	-0.19	5332			
Intercept	0.394	11.29	6099	0.758	22.82	6954	0.843	32.19	5415	0.633	24.33	6810
	R^2= 0.127			R^2= 0.162			R^2= 0.069			R^2= 0.126		
	Adj. R^2= 0.119			Adj. R^2= 0.157			Adj. R^2= 0.059			Adj. R^2= 0.121		
	F-statistic = 15.132			F-statistic = 34.170			F-statistic = 6.839			F-statistic = 24.963		

Except for the two anomalies--a negative differential for the academic curriculum and the one finding of no difference in labor force participation for majority white women--the results for curriculum and group membership are in the expected directions.

The equations for employment are considered next. The samples in both databases are limited in these analyses to those respondents who are in the labor force. The dependent variable is defined as the percentage of weeks in the labor force that the respondent was employed. It is expressed in this form to take into account the fact that the respondents have been in the labor force for differing periods of time. Being in the labor force means that the respondent either has a job or is without one and looking for work. It does not include the state of neither working or looking for work.

A vocational Concentrator will be working about 2 more weeks each year than a graduate of the general curriculum. This finding is supported in both databases, with the differing specifications described previously. The results are not consistently significant for the other levels of vocational participation in the high school. The academic curriculum provides neither an advantage nor a disadvantage in maintaining employment.

Among the groups of special interest, only black women show a consistently significant disadvantage in comparison to white males. Black men also show such a disadvantage in the NLS-Youth data, but not in HS&B. Likewise, Native American women in the NLS-Youth sample have a disadvantage that is not repeated among those in the other database. In contrast, Hispanic women have a disadvantage in the HS&B sample but not in NLS-Youth. The signs for both black men and Native American men and women are all negative, however, suggesting the possibility that there may be a small, but consistent disadvantage for these groups. It does not, however, attain the magnitude that one might expect for these groups.

Recall that all of the respondents in these analyses are high school graduates. This suggests that education may indeed serve to substantially offset inequality among the groups considered here. It also suggests that much of the disadvantage observed in simple tabulations without controls may obscure the real causes of the inequality (for example, poverty, lack of education). The next section further examines labor market outcomes in the form of wages and earnings.

Earnings Effects of Group Membership and High School Curriculum

The earnings effects were evaluated through estimating a set of equations in which the dependent variables were hourly rates

of pay and monthly earnings expressed in log form. These equations were estimated for two databases, three differing specifications, and with two different samples.

The two databases provided a replication of the analysis. Two specifications were estimated to permit testing of alternative controls for selection into the different patterns of vocational curriculum. The third specification came about because not all independent or explanatory variables were available in both databases.

Further, the assumption of additivity of the model was tested by including interaction terms in an additional set of equations. With one exception, discussed subsequently, none of the interaction terms was significant.

The two samples included those who were employed full time and all workers, whether full-time or not. In this latter equation, a variable for hours worked picked up the effect of part-time employment when the dependent variable was hourly wages. For monthly earnings, a dummy variable for enrollment in postsecondary education served as a proxy for the likelihood of part-time work.

All Workers and Full-Time Workers

Table 15 shows the results for the variables of interest for full-time workers in both databases. This table and companion table 16 for all workers gives the overall picture of the earnings effects for both the high school curriculum and for special group membership. Because changes in specification and different samples are expected to result in changes in the coefficients, consistency across these conditions indicates robustness of the findings.

The highlights of the tables are as follows. For vocational Concentrators in training-related employment, there is a consistent advantage in hourly wages and monthly earnings across specifications and databases. The comparison group is those who followed a general curriculum in high school. The hourly wage advantage ranges from 7 percent for NLS Youth to 11 percent for HS&B. The monthly earnings advantage ranges from 7 percent for NLS Youth to 10 percent for HS&B. Under no specification or sample condition does graduation from the academic curriculum produce an earnings advantage, nor does receiving training in vocational education but working in a job not trained for.

In the HS&B data alone, training-related jobs for both Limited Concentrators and Concentrator/Explorers show an hourly and monthly advantage of the same magnitude as that for the Concentrator. This finding holds for both HS&B specifications, but is not replicated for the NLS cohorts.

TABLE 15

EFFECTS OF HIGH SCHOOL CURRICULUM AND
GROUP MEMBERSHIP ON HOURLY AND MONTHLY EARNINGS
(All respondents, Full-time workers)

	HS&B				HS&B					NLS				
	Hourly		Monthly		Hourly		Monthly			Hourly		Monthly		
	Parameter Estimate	t-value	Parameter Estimate	t-value	Parameter Estimate	t-value	Parameter Estimate	t-value	HS&B n	Parameter Estimate	t-value	Parameter Estimate	t-value	NLS n
Education														
Concentrator	-0.004	-0.23	-0.009	-0.46	-0.005	-1.28	-0.010	-0.51	445	-0.017	-0.69	-0.023	-0.89	266
Limited Concentrator	-0.017	-1.03	-0.007	-0.37	-0.017	-1.05	-0.007	-0.40	615	-0.014	-0.66	-0.017	-0.82	441
Concentrator/ Explorer	-0.001	-0.07	-0.005	-0.24	-0.002	-0.12	-0.006	-0.27	408	0.003	0.11	0.000	0.00	255
Academic	-0.007	-0.34	-0.019	-0.80	-0.007	-0.34	-0.019	-0.79	322	-0.007	-0.35	-0.018	-0.83	471
SR Vocational	0.052*	2.23	0.044	1.76	0.051*	2.21	0.044	1.74	353	0.039	1.31	0.035	1.13	188
SR Academic	0.014	0.35	0.025	0.58	0.014	0.36	0.027	0.62	83	0.038	1.61	0.030	1.20	350
Concentrator (TR)	0.110*	3.96	0.096*	3.22	0.112*	4.04	0.097*	3.27	181	0.067*	2.21	0.074*	2.33	171
Limited Concentrator (TR)	0.120*	4.42	0.113*	3.85	0.120*	4.41	0.110*	3.77	184	0.031	1.05	0.020	0.64	182
Concentrator/ Explorer (TR)	0.106*	2.87	0.094*	2.36	0.107*	2.90	0.094*	2.39	94	0.019	-0.47	-0.030	-0.71	86
Special Group														
Male														
Hispanic	0.031	1.46	0.012	0.52	0.027	1.29	0.008	0.38	393	0.023	0.84	0.015	0.55	277
Native American	-0.064	-1.46	-0.073	-1.55	-0.063	-1.44	-0.073	-1.56	67	0.015	0.35	0.029	0.62	78
Black	-0.006	-0.26	-0.009	-0.36	-0.001	-0.05	-0.005	-0.20	282	-0.002	-0.10	-0.025	-1.00	410
Other	-0.015	-0.37	-0.042	-0.94	-0.017	-0.42	-0.044	-0.99	78	-0.016	-0.60	-0.010	-0.35	266
Female														
Hispanic	-0.054*	-2.13	-0.084*	-3.09	-0.056*	-2.22	-0.084*	-3.11	282	-0.114*	-4.43	-0.161*	-6.04	319
Native American	-0.084	-1.52	-0.110	-1.84	-0.089	-1.61	-0.114	-1.92	41	-0.136*	-3.50	-0.186*	-4.59	102
Black	-0.063*	-2.32	-0.101*	-3.45	-0.061*	-2.27	-0.098*	-3.36	238	-0.129*	-5.49	-0.181*	-7.44	437
White	-0.091*	-5.84	-0.125*	-7.47	-0.092*	-5.88	-0.124*	-7.40	1324	-0.186*	-11.33	-0.231*	-13.68	1059
Other	-0.020	-0.44	-0.035	-0.73	-0.030	-0.66	-0.045	-0.92	86	-0.179*	-6.25	-0.217*	-7.30	204
Handicapped	-0.036*	-2.17	-0.029	-1.63	-0.036*	-2.14	-0.031	-1.71	498					
Limited English Proficient	0.015	0.49	0.023	0.67	0.014	0.46	0.022	0.64	141	0.018	0.61	0.011	0.36	179

NOTES: *Indicates that the chance probability of an effect this large is $\leq .05$. All equations controlled for socioeconomic status, region, rural/urban location, achievement/ability, postsecondary education, current enrollment, labor market experience, and tenure. In addition, the HS&B equations controlled for the presence of a spouse or child and occupation. SR refers to self-report, TR refers to training-related, MD refers to missing data.

TABLE 15—Continued

	HS&B				HS&B					NLS				
	Hourly		Monthly		Hourly		Monthly			Hourly		Monthly		
	Parameter Estimate	t-value	Parameter Estimate	t-value	Parameter Estimate	t-value	Parameter Estimate	t-value	HS&B n	Parameter Estimate	t-value	Parameter Estimate	t-value	NLS n
Selection Proxies														
Absenteeism					0.013*	3.15	0.013*	2.94	4296					
Discipline Problems					-0.009	-0.55	-0.004	-0.21	630					
Trouble with Law					0.037	1.44	0.060*	2.19	206					
Work Composite	0.008	1.02	0.009	1.09	0.010	1.25	0.012	1.38	4251					
8th-Grade Aspirations	0.003	0.21	0.001	0.06	0.001	0.05	-0.001	-0.05	1978					
10th-Grade Grade Point Average	0.004	0.40	0.009	1.00	0.008	0.85	0.015	1.58	3907	-0.005	-0.52	-0.008	-0.82	3475
Work In High School	0.017	1.03	0.033	1.87	0.019	1.13	0.034	1.86	3765					
Enjoy Work	0.015	1.30	0.013	1.04					1801					
Luck More Important Than Work	0.039*	2.08	0.035	1.71					827					
Work Important	0.009	0.47	0.001	0.06					401					
Plan to Work First Year Out of High School	0.016	1.37	0.013	1.02					2517					
Self-esteem	0.011	1.38	0.016	1.94	0.012	1.59	0.018*	2.18	4245	0.006*	4.06	0.007*	4.60	4137
Locus of Control	0.002	0.18	0.001	0.13	-0.009	-0.97	-0.008	-0.77	4240					
Intercept	1.382	27.65	5.564	121.98	1.378	27.45	6.547	121.24	4301	1.088	15.66	6.081	99.29	4253
	R^2= 0.133		R^2= 0.167		R^2= 0.134		R^2= 0.168			R^2= 0.271		R^2= 0.282		
	Adj. R^2= 0.118		Adj. R^2= 0.152		Adj. R^2= 0.119		Adj. R^2= 0.154			Adj. R^2= 0.263		Adj. R^2= 0.273		
	F-statistic = 8.913		F-statistic = 11.585		F-statistic = 9.321		F-statistic = 12.220			F-statistic = 35.456		F-statistic = 38.480		

TABLE 16

EFFECTS OF HIGH SCHOOL CURRICULUM AND
GROUP MEMBERSHIP ON HOURLY AND MONTHLY EARNINGS
(All respondents, All workers)

	HS&B				HS&B					NLS				
	Hourly		Monthly		Hourly		Monthly			Hourly		Monthly		
	Parameter Estimate	t-value	Parameter Estimate	t-value	Parameter Estimate	t-value	Parameter Estimate	t-value	HS&B n	Parameter Estimate	t-value	Parameter Estimate	t-value	NLS n
Education														
Concentrator	0.008	0.49	0.058*	2.25	0.010	0.61	0.060*	2.33	615	-0.028	-1.31	-0.014	-0.44	371
Limited Concentrator	0.002	0.17	0.001	0.05	0.003	0.24	0.003	0.12	933	-0.010	-0.59	-0.026	-0.99	641
Concentrator/ Explorer	-0.004	-0.26	0.023	0.93	-0.003	-0.17	0.026	1.01	612	0.023	1.10	-0.001	-0.02	378
Academic	-0.012	-0.71	-0.045	-1.69	-0.012	-0.67	-0.044	-1.63	608	-0.006	-0.35	-0.038	-1.46	752
SR Vocational	0.036	1.76	0.032	1.03	0.038	1.86	0.034	1.09	479	0.018	0.68	0.026	0.67	256
SR Academic	0.028	0.85	0.018	0.36	0.028	0.86	0.019	0.38	141	0.022	1.08	0.035	1.14	512
Concentrator (TR)	0.099*	3.77	0.098*	2.44	0.103*	3.94	0.102*	2.55	221	0.081*	2.85	0.172*	3.98	196
Limited Concentrator (TR)	0.085*	3.37	0.101*	2.62	0.087*	3.44	0.100*	2.58	233	0.053*	1.97	0.082*	2.03	226
Concentrator/ Explorer (TR)	0.090*	2.57	0.108*	2.01	0.094*	2.68	0.109*	2.04	114	0.003	0.07	0.049	0.84	103
Special Group														
Male														
Hispanic	0.034	1.79	0.007	0.23	0.029	1.52	-0.001	-0.03	508	0.019	0.80	-0.015	-0.41	373
Native American	-0.050	-1.18	-0.075	-1.16	-0.053	-1.24	-0.085	-1.30	78	0.020	0.49	-0.004	-0.06	96
Black	0.029	1.37	-0.039	-1.20	0.029	1.36	-0.042	-1.29	389	0.002	0.09	-0.025	-0.80	563
Other	-0.012	-0.33	-0.063	-1.17	-0.014	-0.38	-0.072	-1.34	120	-0.033	-1.42	-0.036	-1.02	313
Female														
Hispanic	-0.044*	-2.06	-0.139*	-4.21	-0.047*	-2.21	-0.145*	-4.40	450	-0.083*	-3.74	-0.174*	-5.20	455
Native American	-0.104*	-2.25	-0.186*	-2.61	-0.117	-2.52	-0.199*	-2.80	66	-0.143*	-4.24	-0.258*	-5.06	140
Black	-0.024	-1.08	-0.186*	-5.46	-0.025	-1.12	-0.187*	-5.48	413	-0.092*	-4.70	-0.239*	-8.11	689
White	-0.084*	-6.39	-0.190*	-9.37	-0.085*	-6.46	-0.190*	-9.36	2191	-0.147*	-10.50	-0.281*	-13.42	1593
Other	-0.008	-0.24	-0.161*	-3.09	-0.013	-0.39	-0.169*	-3.25	138	-0.131*	-5.66	-0.274*	-7.84	336
Handicapped	-0.021	-1.44	-0.027	-1.18	-0.022	-1.46	-0.030	-1.32	697					
Limited English Proficient	0.027	0.99	0.035	0.82	0.024	0.87	0.030	0.71	204	0.008	0.32	-0.001	-0.03	247

NOTES: *indicates that the chance probability of an effect this large is $\leq .05$. All equations controlled for socioeconomic status, region, rural/urban location, achievement/ability, postsecondary education, current enrollment, labor market experience, and tenure. In addition, the HS&B equations controlled for the presence of a spouse or child and occupation. SR refers to self-report, TR refers to training-related, MD refers to missing data.

TABLE 16—Continued

	HS&B				HS&B					NLS				
	Hourly		Monthly		Hourly		Monthly			Hourly		Monthly		
	Parameter Estimate	t-value	Parameter Estimate	t-value	Parameter Estimate	t-value	Parameter Estimate	t-value	HS&B n	Parameter Estimate	t-value	Parameter Estimate	t-value	NLS n
Selection Proxies														
Absenteeism					0.015*	4.05	0.020*	3.49	6377					
Discipline Problems					0.003	0.19	-0.007	-0.31	833					
Trouble with Law					0.014	0.56	0.066	1.79	254					
Work Composite	0.010	1.38	0.031	2.85	0.011	1.58	0.033*	3.08	6311					
8th-Grade Aspirations	0.004	0.40	0.009	0.54	0.001	0.11	0.005	0.28	3247					
10th-Grade Grade Point Average	-0.010	-1.27	-0.030*	-2.53	-0.006	-0.75	-0.025*	-2.13	5837	-0.007	-0.82	-0.024	-1.91	4948
Work in High School	0.018	1.27	0.079*	3.71	0.019	1.38	0.081*	3.81	5529					
Enjoy Work	0.018	1.83	0.040*	2.64					2664					
Work Important	0.018	1.02	0.016	0.59					518					
Plan to Work First Year Out of High School	0.012	1.26	0.010	0.66					4026					
Self-esteem	0.009	1.44	0.020	2.01	0.009	1.39	0.020*	2.01	6299	0.005*	3.87	0.008*	3.98	5885
Locus of Control	-0.002	-0.20	0.011	0.88	-0.003	-0.37	0.009	0.75	6293					
Intercept	1.477	34.08	6.680	100.31	1.451	32.75	6.643	97.68	6384	0.818	15.69	5.696	75.16	6054
	R^2= 0.103		R^2= 0.232		R^2= 0.104		R^2= 0.233			R^2= 0.275		R^2= 0.336		
	Adj. R^2= 0.093		Adj. R^2= 0.223		Adj. R^2= 0.094		Adj. R^2= 0.225			Adj. R^2= 0.269		Adj. R^2= 0.331		
	F-statistic = 10.256		F-statistic = 26.838		F-statistic = 10.363		F-statistic = 27.032			F-statistic = 51.731		F-statistic = 70.582		

For the special groups, some strikingly unexpected findings can be observed. Recall that the reference group for these equations is the white male group. For Hispanic, Native American, black, and other men, there is no significant earnings disadvantage, other things being equal. Except for black men and the residual category, others, the signs are not even consistently in the expected direction. The results are more like those expected for women, but still contain some surprises. All signs are negative for the female groups, suggesting significant disadvantage in both wages and monthly earnings across all specifications and databases. There are too few cases of Native American and "other" women for the observed effects to be reliable indicators for their respective populations. Hispanic women, however, show the least disadvantage and white women the greatest. Given the recent Census Bureau report (Current Population Reports, March 1985b) showing average family incomes of $27,690 for majority whites, $18,830 for Hispanics, and $15,430 for blacks, one would not expect a finding of no difference for men and the smallest difference for women when these two Hispanic groups are compared with majority white men. Possible explanations will be presented in the discussion of the results.

The handicapped group could not be adequately identified in the NLS-Youth database. The results for this group are, therefore, confined to the two specifications applied to the HS&B data. For these respondents, a handicapping condition is associated with a disadvantage of approximately 4 percent in hourly wages, but is not present in a statistically reliable way for monthly earnings. The values are identical to the fourth decimal place for both specifications for the wage equations. Limited English proficiency, on the other hand, does not appear to have an effect on wages or earnings among respondents in either database. Recall that all of the respondents in the sample analyzed with these equations are high school graduates. Even though they expressed difficulty in getting a job or requested that the questionnaire or interview be administered in a language other than English, if they are employed there is no observable earnings disadvantage. Completing high school seems to have a profound significance for these young people.

When the sample is expanded to include those who are working part-time, (table 16) some additional findings are observed. The advantage shown for the training-related employment of Limited Concentrators is now confirmed in both databases. Also, Concentrators who were not working in training related jobs now show an advantage in monthly earnings in the HS&B data. The disadvantage for black women in hourly wages no longer holds in HS&B, and the disadvantage for Native American women becomes significant, and sometimes exceeds that of majority white women. The disadvantage of a handicapping condition is reduced on the average in this sample sufficiently to become an unreliable estimate of the population, although the results continue to be in the direction of a disadvantage.

Separate specifications were also estimated to determine whether there were significant interactions between high school curriculum and postsecondary participation or between race/ethnicity and postsecondary participation that were associated with wages. No interactions were significant for high school curriculum, but some were for race/ethnicity and postsecondary participation. Specifically, the evidence suggests that a 4-year degree has a greater positive impact for black men, Hispanic women, and majority white women than for majority white men. Conversely, the impact appears to be sharply less for other men. This finding does not, however, suggest that the basic conclusions about vocational education should be altered.

Earnings Effects of High School Curriculum for Hispanics

The results for Hispanic men and women are shown in tables 17 and 18. The clear findings that emerged in the equations estimated for all respondents are much less evident when the sample is limited to Hispanics only. The coefficients remain positive for Concentrators and Limited Concentrators, but are not of sufficient size to reliably represent the population. This may be largely due to the reduced number of Concentrators and Limited Concentrators (22-28 cases). Although these results must be replicated before conclusions are drawn from them, they are in the direction of positive effects for the vocational curriculum in the high school. In fact, the single curriculum coefficient that is significant is for the academic curriculum. It indicates a 14 percent disadvantage in hourly wages for graduates of this curriculum.

Gender has an effect in this sample that may be even more pronounced than for all women. There is a 10-17 percent disadvantage in both hourly wages and monthly earnings for Hispanic women when compared with Hispanic men.

When the sample is expanded to include all workers, training related employment for Concentrators shows a significant advantage for monthly wages in the HS&B database, but not in NLS-Youth. The academic disadvantage also occurs in this sample for both hourly and monthly earnings, both in NLS-Youth. The earnings disadvantage for Hispanic women continues to be demonstrated in this larger sample.

There are two other interesting findings that have implications for school policy that are noted in both samples. The work composite score, available in HS&B, is positively associated with wages and earnings. It is made up of several items that allow the respondent to express a general interest or orientation toward work. The second item, a self-esteem score, has a strong

TABLE 17

EFFECTS OF HIGH SCHOOL CURRICULUM AND
GROUP MEMBERSHIP ON HOURLY AND MONTHLY EARNINGS
(Hispanics, Full-time workers)

	HS&B					NLS				
	Hourly		Monthly			Hourly		Monthly		
	Parameter Estimate	t-value	Parameter Estimate	t-value	HS&B n	Parameter Estimate	t-value	Parameter Estimate	t-value	NLS n
Education										
Concentrator	0.005	0.10	0.003	0.05	62	-0.056	-0.86	-0.066	-0.98	33
Limited Concentrator	-0.045	-1.17	-0.031	-0.77	105	0.002	0.04	-0.021	-0.39	61
Concentrator/ Explorer	-0.064	-1.28	-0.062	-1.18	53	0.016	0.25	0.012	0.19	37
Academic	0.077	1.20	0.060	0.89	32	-0.142*	-2.13	-0.133	-1.94	39
SR Vocational	0.068	1.15	0.061	0.98	57	0.082	1.20	0.080	1.14	33
SR Academic					11	0.010	0.18	-0.004	-0.07	49
Concentrator (TR)	0.082	1.22	0.094	1.33	28					22
Limited Concentrator (TR)					24	0.043	0.60	0.027	0.37	27
Concentrator/ Explorer (TR)					23					13
Special Group										
Female	-0.095*	-3.03	-0.105*	-3.17	282	-0.133*	-4.42	-0.167*	-5.52	319
Handicapped	-0.031	-0.80	-0.029	-0.70	89					
Limited English Proficient	0.000	0.01	0.008	0.21	106	0.017	0.34	0.026	0.50	57

NOTES: *Indicates that the chance probability of an effect this large is $\leq .05$. All equations controlled for socioeconomic status, region, rural/urban location, achievement/ability, postsecondary education, current enrollment, labor market experience, and tenure. In addition, the HS&B equations controlled for the presence of a spouse or child and occupation. SR refers to self-report, TR refers to training-related, MD refers to missing data.

TABLE 17—Continued

	HS&B					NLS				
	Hourly		Monthly			Hourly		Monthly		
	Parameter Estimate	t-value	Parameter Estimate	t-value	HS&B n	Parameter Estimate	t-value	Parameter Estimate	t-value	NLS n
Absenteeism	0.020*	1.98	0.013	1.17	675					
Discipline Problems	0.005	0.15	0.027	0.74	124					
Trouble with Law	0.014	0.26	0.042	0.72	46					
Work Composite	0.038*	2.00	0.045*	2.27	668					
8th-Grade Aspirations	0.021	0.71	0.029	0.93	292					
10th-Grade Grade Point Average	0.017	0.83	0.016	0.75	606	-0.024	-0.89	-0.028	-1.01	471
Work in High School	-0.006	-0.16	0.013	0.33	577					
Self-esteem	0.000	0.01	-0.007	-0.37	667	0.009*	2.40	0.011*	2.67	596
Locus of Control	-0.007	-0.34	-0.022	-0.99	667					
Intercept	1.540	13.85	6.666	56.61	675	1.137	6.08	6.008	38.43	596
	R^2= 0.186		R^2= 0.201			R^2= 0.351		R^2= 0.355		
	Adj. R^2= 0.113		Adj. R^2= 0.129			Adj. R^2= 0.319		Adj. R^2= 0.325		
	F-statistic = 2.526		F-statistic = 2.783			F-statistic = 10.952		F-statistic = 11.600		

TABLE 18

EFFECTS OF HIGH SCHOOL CURRICULUM AND
GROUP MEMBERSHIP ON HOURLY AND MONTHLY EARNINGS
(Hispanics, All workers)

	HS&B					NLS				
	Hourly		Monthly			Hourly		Monthly		
	Parameter Estimate	t-value	Parameter Estimate	t-value	HS&B n	Parameter Estimate	t-value	Parameter Estimate	t-value	NLS n
Education										
Concentrator	0.001	0.03	0.018	0.28	87	-0.063	-1.12	-0.043	-0.50	46
Limited Concentrator	0.013	0.38	0.036	0.70	149	0.004	0.09	-0.040	-0.59	82
Concentrator/ Explorer	-0.068	-1.55	-0.071	-1.10	83	0.015	0.28	-0.024	-0.30	53
Academic	0.078	1.39	0.092	1.12	51	-0.126*	-2.50	-0.305*	-4.02	70
SR Vocational	0.046	0.88	0.034	0.45	78	0.049	0.82	-0.022	-0.25	45
SR Academic					19	-0.011	-0.22	0.058	0.76	64
Concentrator (TR)	0.112	1.70	0.212*	2.20	34					24
Limited Concentrator (TR)	0.052	0.74	0.098	0.95	29	0.047	0.71	0.076	0.77	32
Concentrator/ Explorer (TR)	0.199*	2.66	0.262*	2.40	25					19
Special Group										
Female	-0.105*	-3.75	-0.168*	-4.09	450	-0.092*	-3.59	-0.145*	-3.78	455
Handicapped	-0.000	-0.01	-0.041	-0.76	116					
Limited English Proficient	-0.024	-0.72	0.026	0.53	150	0.015	0.34	0.057	0.87	77

NOTES: *Indicates that the chance probability of an effect this large is $\leq .05$. All equations controlled for socioeconomic status, region, rural/urban location, achievement/ability, postsecondary education, current enrollment, labor market experience, and tenure. In addition, the HS&B equations controlled for the presence of a spouse or child and occupation. SR refers to self-report, TR refers to training-related, MD refers to missing data.

TABLE 18—Continued

	HS&B					NLS				
	Hourly		Monthly			Hourly		Monthly		
	Parameter Estimate	t-value	Parameter Estimate	t-value	HS&B n	Parameter Estimate	t-value	Parameter Estimate	t-value	NLS n
Absenteeism	0.021*	2.25	0.019*	1.37	958					
Discipline Problems	-0.012	-0.36	0.010	0.20	154					
Trouble with Law	0.042	-0.77	0.108	1.35	52					
Work Composite	0.000	0.03	0.049	1.94	947					
8th-Grade Aspirations	0.021	0.76	0.020	0.50	453					
10th-Grade Grade Point Average	-0.011	-0.57	-0.016	-0.58	865	-0.010	-0.44	-0.047	-1.39	660
Work In High School	-0.006	-0.18	0.070	1.45	809					
Self-esteem	0.002	0.10	0.007	0.27	945	0.007*	2.00	0.008	1.49	828
Locus of Control	0.013	0.69	-0.003	-0.10	945					
Intercept	1.635	15.46	6.614	42.67	958	0.751	5.64	5.734	29.87	828
	R^2= 0.139		R^2= 0.235			R^2= 0.340		R^2= 0.382		
	Adj. R^2= 0.084		Adj. R^2= 0.187			Adj. R^2= 0.317		Adj. R^2= 0.361		
	F-statistic = 2.540		F-statistic = 4.849			F-statistic = 14.679		F-statistic = 18.326		

association with earnings in the NLS-Youth data, but not in HS&B. The self-esteem scale is much shorter in HS&B, and therefore less reliable. This may account for its failure to be significant in that sample.

Earnings Effects of High School Curriculum for Blacks

The number of working blacks among the respondents in the two databases is too small to draw reliable conclusions from this study about the effects of high school curriculum on earnings. The results are shown in tables 19 and 20. Two suggestions emerge from the data, but they should be regarded as only that, and not conclusions. Recall that the analysis of the choice of curriculum showed that being black was associated with a greater likelihood of being in the academic curriculum. Among both full-time workers and all workers, the percentage differential in earnings associated with that curriculum is uniformly small as compared with the general curriculum and both positive and negative. Further, earnings are uniformly smaller than those associated with the vocational curriculum, either self-report or identified by transcripts. The percents associated with the vocational curriculum are within the same range as those that were found to be significant with larger sample sizes. (See, for example, the percents in the all workers equation, table 16.) This suggests that the vocational curriculum may be associated with an advantage in earnings. The second suggestion relates to the way in which the academic curriculum may have an effect. For blacks with a 4-year degree, the percent advantage is 20 or greater. (See table C.19 in appendix C.) Thus, the effect of the academic curriculum may be limited to providing an advantage only for those who go on to complete a 4-year degree.

The effects of gender show the same persistent pattern observed in other groups. Being female is associated with a strong wage and earnings disadvantage. Of the eight coefficients, all are negative and only one does not equal or exceed the selected level of significance. None of the results for a handicapping condition or for limited English proficiency are of sufficient size to support conclusions. Moreover, they are both positive and negative, therefore suggesting no trends or tendencies.

In summary, curriculum, as presently practiced, does not seem to be the problem nor the solution for improving earnings for blacks. The problems rather seem to be in dropping out, (table C.29 in appendix C) in finding work, and in eliminating the persistent disadvantage for women.

TABLE 19

EFFECTS OF HIGH SCHOOL CURRICULUM AND
GROUP MEMBERSHIP ON HOURLY AND MONTHLY EARNINGS
(Blacks, Full-time workers)

	HS&B					NLS				
	Hourly		Monthly			Hourly		Monthly		
	Parameter Estimate	t-value	Parameter Estimate	t-value	HS&B n	Parameter Estimate	t-value	Parameter Estimate	t-value	NLS n
Education										
Concentrator	-0.103	-1.83	-0.074	-1.22	49	-0.003	-0.06	-0.022	-0.40	45
Limited Concentrator	-0.070	-1.46	-0.031	-0.60	75	-0.003	-0.07	0.003	0.07	86
Concentrator/ Explorer	-0.022	-0.41	-0.015	-0.25	55	0.029	0.56	-0.007	-0.13	49
Academic	0.001	0.01	0.021	0.25	26	0.058	1.26	0.012	0.24	71
SR Vocational	0.001	0.02	-0.013	-0.19	47	0.119*	2.28	0.093	1.70	52
SR Academic					15	-0.001	-0.02	-0.017	-0.37	86
Concentrator (TR)					15	0.097	1.48	0.081	1.17	29
Limited Concentrator (TR)					22	0.069	1.13	0.042	0.65	34
Concentrator/ Explorer (TR)					13					17
Special Group										
Female	-0.072	-1.96	-0.104*	-2.64	238	-0.126*	-5.25	-0.159*	-6.33	437
Handicapped	-0.006	-0.13	0.018	0.35	69					
Limited English Proficient					0	0.120	0.33	-0.006	0.09	33

NOTES: *Indicates that the chance probability of an effect this large is $\leq .05$. All equations controlled for socioeconomic status, region, rural/urban location, achievement/ability, postsecondary education, current enrollment, labor market experience, and tenure. In addition, the HS&B equations controlled for the presence of a spouse or child and occupation. SR refers to self-report, TR refers to training-related, MD refers to missing data.

TABLE 19--Continued

	HS&B					NLS				
	Hourly		Monthly			Hourly		Monthly		
	Parameter Estimate	t-value	Parameter Estimate	t-value	HS&B n	Parameter Estimate	t-value	Parameter Estimate	t-value	NLS n
Absenteeism	-0.001	-0.09	-0.000	-0.00	520					
Discipline Problems	0.016	0.38	0.048	1.04	91					
Trouble with Law					15					
Work Composite	-0.004	-0.16	-0.005	-0.18	509					
8th-Grade Aspirations	0.033	0.90	0.019	0.47	258					
10th-Grade Aspirations	0.042	1.69	0.049	1.84	456	-0.016	-0.80	-0.024	-1.14	658
Grade Point Average										
Work in High School	-0.015	-0.40	-0.006	-0.14	407					
Self-esteem	0.019	0.85	0.034	1.44	508	0.006	1.89	0.008*	2.27	847
Locus of Control	-0.029	-1.19	-0.008	-0.30	507					
Intercept	1.328	9.65	6.416	43.42	520	0.971	6.71	6.094	48.58	847
	R^2= 0.225		R^2= 0.252			R^2= 0.313		R^2= 0.300		
	Adj. R^2= 0.128		Adj. R^2= 0.158			Adj. R^2= 0.289		Adj. R^2= 0.277		
	F-statistic = 2.313		F-statistic = 2.684			F-statistic = 13.304		F-statistic = 13.007		

TABLE 20

EFFECTS OF HIGH SCHOOL CURRICULUM AND
GROUP MEMBERSHIP ON HOURLY AND MONTHLY EARNINGS
(Blacks, All workers)

	HS&B					NLS				
	Hourly		Monthly			Hourly		Monthly		
	Parameter Estimate	t-value	Parameter Estimate	t-value	HS&B n	Parameter Estimate	t-value	Parameter Estimate	t-value	NLS n
Education										
Concentrator	-0.042	-0.77	0.055	0.74	75	-0.035	-0.73	-0.005	-0.06	64
Limited Concentrator	0.007	0.16	-0.034	-0.56	122	0.024	0.68	0.016	0.29	136
Concentrator/ Explorer	0.029	0.55	-0.011	-0.16	83	0.046	1.06	-0.032	-0.47	75
Academic	-0.016	-0.24	-0.008	-0.08	48	0.019	0.50	-0.038	-0.65	118
SR Vocational	-0.014	-0.23	-0.021	-0.25	68	0.063	1.39	0.069	0.96	74
SR Academic					19	-0.013	-0.36	0.024	0.42	138
Concentrator (TR)					23	0.066	1.06	0.122	1.25	34
Limited Concentrator (TR)	-0.015	-0.19	0.015	0.14	29	0.076	1.40	0.057	0.67	46
Concentrator/ Explorer (TR)					16					20
Special Group										
Female	-0.056	-1.60	-0.154*	-3.26	413	-0.092*	-4.46	-0.210*	-6.51	689
Handicapped	-0.033	-0.71	-0.016	-0.26	96					
Limited English Proficient					0	-0.048	-0.94	-0.054	-0.66	48

NOTES: *Indicates that the chance probability of an effect this large is $\leq .05$. All equations controlled for socioeconomic status, region, rural/urban location, achievement/ability, postsecondary education, current enrollment, labor market experience, and tenure. In addition, the HS&B equations controlled for the presence of a spouse or child and occupation. SR refers to self-report, TR refers to training-related, MD refers to missing data.

TABLE 20--Continued

	HS&B					NLS				
	Hourly		Monthly			Hourly		Monthly		
	Parameter Estimate	t-value	Parameter Estimate	t-value	HS&B n	Parameter Estimate	t-value	Parameter Estimate	t-value	NLS n
Absenteeism	0.020	1.65	0.020	1.21	802					
Discipline Problems	-0.000	-0.01	-0.016	-0.28	129					
Trouble with Law	-0.026	-0.26	-0.001	-0.01	19					
Work Composite	-0.010	-0.43	0.001	0.03	789					
8th-Grade Aspirations	0.009	0.24	0.014	0.30	424					
10th-Grade Grade Point Average	0.037	1.55	0.008	0.25	709	-0.004	-0.22	-0.009	-0.32	959
Work in High School	-0.005	-0.15	0.031	0.63	622					
Self-esteem	0.022	1.03	0.043	1.47	786	0.004	1.59	0.010*	2.33	1252
Locus of Control	-0.068	-2.88	-0.006	-0.20	785					
Intercept	1.457	11.00	6.512	36.12	802	0.845	8.07	5.606	35.05	1252
	R^2= 0.121		R^2= 0.279			R^2= 0.260		R^2= 0.318		
	Adj. R^2= 0.051		Adj. R^2= 0.222			Adj. R^2= 0.243		Adj. R^2= 0.303		
	F-statistic = 1.736		F-statistic = 4.871			F-statistic = 15.311		F-statistic = 21.165		

Earnings Effects of High School Curriculum for Females

Table 21 presents the wages and earnings results for all female workers. In this instance the comparison group is majority white women. Variation in specification reflects differences in data available in the two databases.

The findings again show an earnings advantage for Vocational Concentrators who are in training related placement. An earnings advantage is not apparent for this group for Limited Concentrators and Concentrator/Explorers. However, in the HS&B database, Concentrators who are working but not in training related placement show both a wage and monthly earnings advantage.

Among the special groups, the earnings advantage for the Hispanic women suggested by the all-respondents equations is confirmed in the NLS Youth data. Although the signs are positive, those sampled in HS&B do not show a sufficient advantage to be considered significant. Black women, on the other hand, have an hourly wage advantage in both databases. Neither handicapped nor limited English-proficient respondents show a consistent and reliable pattern in either direction.

When the sample is limited to those women who are working full time, (table 22) the results change somewhat. Vocational Concentrators in this group who are working in jobs for which they are trained still show an advantage in the HS&B sample. The signs remain the same and the magnitudes of the effects are similar in the NLS-Youth sample, but the results are not large enough in the limited sample to be confidently generalized to the population.

Similar changes in the findings are observed for the special groups. Hispanic women show uniformly positive wages and earnings advantages over majority white women, but the results are not uniformly generalizable. For NLS-Youth the findings are an adequate representation of the population of high school graduates, but are not sufficiently large to meet that criterion for the sample size in HS&B. The same situation is observed for black women. Again, there are no consistent and reliable effects for handicapped and limited English-proficient, full-time female workers.

Earnings Effects of High School Curriculum for Majority White Women

The pronounced earnings disadvantage suffered by white women has been shown in comparison to white men in the equations for all workers (tables 15 and 16) and relative to Hispanic and black women in the equations for all female workers (tables 21 and 22),

TABLE 21

EFFECTS OF HIGH SCHOOL CURRICULUM AND
GROUP MEMBERSHIP ON HOURLY AND MONTHLY EARNINGS
(Females, All workers)

	HS&B					NLS				
	Hourly		Monthly			Hourly		Monthly		
	Parameter Estimate	t-value	Parameter Estimate	t-value	HS&B n	Parameter Estimate	t-value	Parameter Estimate	t-value	NLS n
Education										
Concentrator	0.043*	1.98	0.096*	2.71	358	-0.042	-1.71	0.012	0.30	257
Limited Concentrator	0.022	1.13	0.046	1.47	462	0.003	0.15	0.088	0.23	399
Concentrator/ Explorer	0.017	0.78	0.048	1.39	343	0.036	1.43	0.027	0.68	246
Academic	0.008	0.32	-0.043	-1.10	290	-0.028	-1.24	-0.007	-0.21	373
SR Vocational	-0.005	-0.17	-0.020	-0.45	238	0.012	0.36	0.022	0.42	138
SR Academic	0.043	0.93	0.006	0.08	65	0.020	0.77	0.058	1.41	261
Concentrator (TR)	0.092*	2.34	0.151*	2.34	88	0.082*	2.15	0.172*	2.82	92
Limited Concentrator (TR)	-0.009	-0.22	-0.039	-0.61	88	0.023	0.69	0.045	0.86	124
Concentrator/ Explorer (TR)	0.012	0.22	-0.004	-0.48	42	-0.002	-0.05	0.012	0.16	61
Special Group										
Hispanic	0.035	1.69	0.029	0.86	450	0.074*	3.45	0.118*	3.48	455
Native American	-0.023	-0.52	-0.020	-0.27	66	0.005	0.18	0.030	0.60	140
Black	0.056*	2.62	-0.010	-0.29	413	0.063*	3.32	0.049	1.62	689
Other	0.064	1.95	0.019	0.35	138	0.008	0.38	0.003	0.10	336
Handicapped	0.004	0.18	-0.013	-0.39	317					
Limited English Proficient	0.043	1.12	0.087	1.37	100	0.032	-1.02	-0.025	-0.51	135

NOTES: *Indicates that the chance probability of an effect this large is $\leq$ .05. All equations controlled for socioeconomic status, region, rural/urban location, achievement/ability, postsecondary education, current enrollment, labor market experience, and tenure. In addition, the HS&B equations controlled for the presence of a spouse or child and occupation. SR refers to self-report, TR refers to training-related, MD refers to missing data.

TABLE 21--Continued

	HS&B					NLS				
	Hourly		Monthly			Hourly		Monthly		
	Parameter Estimate	t-value	Parameter Estimate	t-value	HS&B n	Parameter Estimate	t-value	Parameter Estimate	t-value	NLS n
Absenteeism	0.008	1.59	0.014	1.74	3258					
Discipline Problems	-0.000	-0.01	-0.030	-0.84	295					
Trouble with Law	-0.069	-1.40	-0.045	0.55	52					
Work Composite	0.010	1.08	0.043*	2.74	3233					
8th-Grade Aspirations	0.012	0.79	0.020	0.82	1784					
10th-Grade Grade Point Average	-0.011	-1.06	-0.040*	-2.31	2994	0.007	0.62	-0.010	-0.60	2605
Work In High School	0.026	1.51	0.078*	2.77	2729					
Self-esteem	0.014	1.59	0.027	1.91	3230	0.004*	2.55	0.008*	3.16	3213
Locus of Control	-0.011	-1.00	0.015	0.78	3228					
Intercept	1.264	17.66	6.336	53.90	3258	0.651	10.14	5.302	53.36	3213
	R^2= 0.099		R^2= 0.194			R^2= 0.269		R^2= 0.310		
	Adj. R^2= 0.080		Adj. R^2= 0.178			Adj. R^2= 0.262		Adj. R^2= 0.303		
	F-statistic = 5.367		F-statistic = 11.848			F-statistic = 37.798		F-statistic = 47.542		

TABLE 22

EFFECTS OF HIGH SCHOOL CURRICULUM AND
GROUP MEMBERSHIP ON HOURLY AND MONTHLY EARNINGS
(Females, Full-time workers)

	HS&B					NLS				
	Hourly		Monthly			Hourly		Monthly		
	Parameter Estimate	t-value	Parameter Estimate	t-value	HS&B n	Parameter Estimate	t-value	Parameter Estimate	t-value	NLS n
Education										
Concentrator	0.027	1.08	0.016	0.58	233	-0.022	-0.76	-0.026	-0.88	175
Limited Concentrator	0.014	0.61	0.024	0.99	281	-0.006	-0.24	-0.019	-0.75	259
Concentrator/ Explorer	0.026	1.05	0.027	0.99	207	0.006	0.21	0.004	0.14	161
Academic	0.022	0.69	0.005	0.14	125	-0.019	-0.70	-0.033	-1.16	230
SR Vocational	-0.013	-0.41	-0.017	-0.50	154	0.023	0.60	0.011	0.29	95
SR Academic	0.078	1.35	0.079	1.27	34	0.007	0.23	-0.014	-0.44	176
Concentrator (TR)	0.105*	2.47	0.121*	2.63	64	0.075	1.84	0.060	1.42	75
Limited Concentrator (TR)	0.039	0.82	0.062	1.21	50	0.007	0.18	-0.012	-0.30	91
Concentrator/ Explorer (TR)	0.043	0.70	0.062	0.93	28	-0.022	-0.44	-0.047	-0.89	46
Special Group										
Hispanic	0.037	1.53	0.036	1.38	282	0.080*	3.27	0.072*	2.83	319
Native American	0.010	0.19	0.014	0.25	41	0.053	1.52	0.049	1.35	102
Black	0.024	0.93	0.016	0.56	238	0.071*	3.15	0.060*	2.57	437
Other	0.051	1.20	0.061	1.32	66	0.001	0.03	0.007	0.26	204
Handicapped	-0.012	-0.50	-0.002	-0.08	197					
Limited English Proficient	0.028	0.63	0.049	1.00	61	-0.002	-0.05	-0.010	-0.27	93

NOTES: *Indicates that the chance probability of an effect this large is $\leq .05$. All equations controlled for socioeconomic status, region, rural/urban location, achievement/ability, postsecondary education, current enrollment, labor market experience, and tenure. In addition, the HS&B equations controlled for the presence of a spouse or child and occupation. SR refers to self-report, TR refers to training-related, MD refers to missing data.

TABLE 22--Continued

	HS&B					NLS				
	Hourly		Monthly			Hourly		Monthly		
	Parameter Estimate	t-value	Parameter Estimate	t-value	HS&B n	Parameter Estimate	t-value	Parameter Estimate	t-value	NLS n
Absenteeism	0.002	0.32	-0.000	-0.02	1951					
Discipline Problems	0.010	0.40	0.014	0.52	193					
Trouble with Law	-0.100	-1.80	-0.044	-0.74	36					
Work Composite	0.009	0.77	0.011	0.85	1937					
8th-Grade Aspirations	0.012	0.69	0.012	0.65	983					
10th-Grade Grade Point Average	0.002	0.19	0.002	0.12	1777	0.007	0.54	0.004	0.29	1716
Work In High School	0.017	0.83	0.023	1.02	1642					
Self-esteem	0.017	1.66	0.026*	2.28	1937	0.006*	3.14	0.007*	3.68	2121
Locus of Control	-0.011	-0.80	-0.014	-0.93	1936					
Intercept	1.154	13.58	6.306	68.87	1951	0.794	8.62	5.798	75.28	2121
	R^2= 0.156		R^2= 0.156			R^2= 0.274		R^2= 0.264		
	Adj. R^2= 0.127		Adj. R^2= 0.128			Adj. R^2= 0.263		Adj. R^2= 0.254		
	F-statistic = 5.444		F-statistic = 5.457			F-statistic = 25.389		F-statistic = 25.008		

where white women were the comparison group. Tables 23 and 24 present the findings regarding curriculum for these women. The HS&B data show a positive effect for female Concentrators who are working in training-related jobs. The effect is present for both full-time workers and all workers for hourly rate of pay, and for monthly earnings for full-time workers. NLS-Youth data do not show such a strong effect. The percentages in this database do show an advantage, however, and the values of the coefficients are large enough to suggest that the small sample size may be the cause of the nonsignificant finding. The alternative explanation of a sampling artifact may not be ruled out, however.

One interesting result may be observed in these tables. White female Concentrators who are not working in training-related jobs have a wage advantage among both full-time and all workers in the HS&B sample. The advantage was present for monthly earnings in the all-workers equation for majority white women and for all respondents, but not for full-time workers. It occurs again on the equations for all women. In that sample white women are by far the largest component, suggesting that the finding may well be confined to them. This result is interesting because vocational education advocates have long argued that such a relationship should exist. The argument proceeds along the lines that vocational education provides some specific, but transferable skills as well as some general employability skills that employers will value and reward. If that is the case, an advantage should be observable in earnings in nontraining-related jobs. The finding is not verified in both databases, however, and may be a sampling artifact. It may also be real but confined to the Business specialty, in which women heavily predominate.

Handicapping conditions or limited English proficiency do not show any generalizable effects for majority white women. Overall, the effect of the high school vocational curriculum for white women tends to be positive (3 out of 22 coefficients are negative) for wages and earnings, but not unambiguously strong.

Earnings Effects of High School Curriculum for Majority White Men

Earnings expressed as wage rates or monthly earnings show a moderately strong advantage for the vocational curriculum in the high school for white males. Tables 25 and 26 present these data. The results are not uniformly consistent across both databases, however. Full-time workers who are vocational Concentrators or Limited Concentrators and who are working in training-related jobs have marked wage advantages in the HS&B data. They also have such an advantage in monthly wages if they are Limited Concentrators. These observations hold for all workers as well.

TABLE 23

EFFECTS OF HIGH SCHOOL CURRICULUM AND
GROUP MEMBERSHIP ON HOURLY AND MONTHLY EARNINGS
(White females, Full-time workers)

	HS&B					NLS				
	Hourly		Monthly			Hourly		Monthly		
	Parameter Estimate	t-value	Parameter Estimate	t-value	HS&B n	Parameter Estimate	t-value	Parameter Estimate	t-value	NLS n
Education										
Concentrator	0.059*	2.04	0.040	1.27	184	0.026	0.66	0.008	0.19	101
Limited Concentrator	0.041	1.47	0.049	1.58	178	-0.022	-0.61	-0.031	-0.83	129
Concentrator/ Explorer	0.049	1.63	0.046	1.40	145	-0.016	-0.39	-0.017	-0.40	85
Academic	0.009	0.23	-0.015	-0.36	88	-0.004	-0.10	-0.008	-0.20	140
SR Vocational	-0.021	-0.53	-0.026	-0.60	102	0.036	0.58	0.021	0.33	36
SR Academic					21	0.043	0.96	0.028	0.60	84
Concentrator (TR)	0.172*	3.18	0.181*	3.09	41	0.049	0.87	0.025	0.43	42
Limited Concentrator (TR)	0.027	0.45	0.027	0.43	31	-0.013	-0.24	-0.030	-0.53	45
Concentrator/ Explorer (TR)					9					18
Special Group										
Handicapped	-0.030	-0.96	-0.023	-0.69	121					
Limited English Proficient					4	-0.035	-0.66	-0.033	-0.60	44

NOTES: *Indicates that the chance probability of an effect this large is $\leq .05$. All equations controlled for socioeconomic status, region, rural/urban location, achievement/ability, postsecondary education, current enrollment, labor market experience, and tenure. In addition, the HS&B equations controlled for the presence of a spouse or child and occupation. SR refers to self-report, TR refers to training-related, MD refers to missing data.

TABLE 23--Continued

	HS&B					NLS				
	Hourly		Monthly			Hourly		Monthly		
	Parameter Estimate	t-value	Parameter Estimate	t-value	HS&B n	Parameter Estimate	t-value	Parameter Estimate	t-value	NLS n
Absenteeism	0.006	0.77	0.004	0.49	1324					
Discipline Problems	0.009	0.26	-0.001	-0.02	115					
Trouble with Law					19					
Work Composite	0.007	0.52	0.006	0.38	1318					
8th-Grade Aspirations	0.005	0.24	-0.006	-0.25	666					
10th-Grade Grade Point Average	-0.003	-0.20	0.001	0.06	1215	0.013	0.75	0.011	0.58	887
Work in High School	0.018	0.67	0.016	0.57	1148					
Self-esteem	0.014	1.09	0.024	1.73	1319	0.002	0.75	0.002	0.86	1034
Locus of Control	0.006	0.36	0.002	0.08	1318					
Intercept	1.168	11.77	6.324	58.66	1324	0.853	6.46	5.866	52.47	1059
	R^2= 0.162		R^2= 0.168			R^2= 0.303		R^2= 0.295		
	Adj. R^2= 0.124		Adj. R^2= 0.130			Adj. R^2= 0.280		Adj. R^2= 0.271		
	F-statistic = 4.229		F-statistic = 4.401			F-statistic = 12.731		F-statistic = 12.579		

TABLE 24

EFFECTS OF HIGH SCHOOL CURRICULUM AND
GROUP MEMBERSHIP ON HOURLY AND MONTHLY EARNINGS
(White females, All workers)

	HS&B					NLS				
	Hourly		Monthly			Hourly		Monthly		
	Parameter Estimate	t-value	Parameter Estimate	t-value	HS&B n	Parameter Estimate	t-value	Parameter Estimate	t-value	NLS n
Education										
Concentrator	0.060*	2.44	0.105*	2.51	272	-0.007	-0.19	0.017	0.31	146
Limited Concentrator	0.017	0.71	0.044	1.11	292	-0.004	-0.15	0.013	0.27	198
Concentrator/ Explorer	0.033	1.30	0.090*	2.12	234	0.008	0.23	0.042	0.75	123
Academic	-0.004	-0.14	-0.071	-1.54	212	0.017	0.55	0.064	1.33	217
SR Vocational	-0.014	-0.41	-0.067	-1.19	158	0.046	0.87	0.082	0.99	54
SR Academic	0.043	0.78	-0.017	-0.18	44	0.073	1.79	0.144*	2.28	115
Concentrator (TR)	0.103*	2.08	0.107	1.28	53	0.091	1.74	0.151	1.85	52
Limited Concentrator (TR)	0.028	0.60	-0.051	-0.64	57	0.019	0.39	0.127	1.64	58
Concentrator/ Explorer (TR)					21					23
Special Group										
Handicapped	0.005	0.20	-0.018	-0.41	193					
Limited English Proficient					5	-0.052	-1.11	-0.024	-0.32	61

NOTES: *Indicates that the chance probability of an effect this large is $\leq .05$. All equations controlled for socioeconomic status, region, rural/urban location, achievement/ability, postsecondary education, current enrollment, labor market experience, and tenure. In addition, the HS&B equations controlled for the presence of a spouse or child and occupation. SR refers to self-report, TR refers to training-related, MD refers to missing data.

TABLE 24--Continued

	HS&B					NLS				
	Hourly		Monthly			Hourly		Monthly		
	Parameter Estimate	t-value	Parameter Estimate	t-value	HS&B n	Parameter Estimate	t-value	Parameter Estimate	t-value	NLS n
Absenteeism	0.008	1.38	0.014	1.36	2191					
Discipline Problems	0.002	0.07	-0.028	-0.61	177					
Trouble with Law	-0.086	-1.28	-0.043	-0.37	27					
Work Composite	0.019	1.72	0.045*	2.36	2180					
8th-Grade Aspirations	-0.001	-0.04	0.003	0.10	1206					
10th-Grade Grade Point Average	-0.020	-1.51	-0.039	-1.77	2030	0.014	0.87	0.002	0.08	1333
Work in High School	0.044*	2.04	0.095*	2.61	1894					
Self-esteem	0.009	0.84	0.023	1.34	2180	0.003	1.15	0.006	1.55	1552
Locus of Control	0.005	0.34	0.012	0.48	2179					
Intercept	1.254	14.67	6.476	44.67	2191	0.687	7.28	5.266	36.94	1593
	R^2= 0.115		R^2= 0.220			R^2= 0.296		R^2= 0.341		
	Adj. R^2= 0.090		Adj. R^2= 0.198			Adj. R^2= 0.280		Adj. R^2= 0.327		
	F-statistic = 4.626		F-statistic = 10.027			F-statistic = 18.707		F-statistic = 23.731		

TABLE 25

EFFECTS OF HIGH SCHOOL CURRICULUM AND
GROUP MEMBERSHIP ON HOURLY AND MONTHLY EARNINGS
(White males, Full-time workers)

	HS&B					NLS				
	Hourly		Monthly			Hourly		Monthly		
	Parameter Estimate	t-value	Parameter Estimate	t-value	HS&B n	Parameter Estimate	t-value	Parameter Estimate	t-value	NLS n
Education										
Concentrator	-0.033	0.90	-0.040	-1.01	138	0.017	0.27	0.028	0.42	55
Limited Concentrator	-0.018	-0.59	-0.019	-0.58	225	-0.031	-0.69	-0.023	-0.50	116
Concentrator/ Explorer	0.011	0.27	-0.020	-0.46	113	0.011	0.17	0.031	0.46	50
Academic	-0.028	-0.77	-0.040	-1.02	156	0.018	0.42	0.018	0.40	154
SR Vocational	0.138*	3.16	0.113*	2.38	130	0.007	0.10	-0.004	-0.05	39
SR Academic	0.019	0.25	0.063	0.78	30	0.099	1.59	0.084	1.30	80
Concentrator (TR)	0.139*	3.03	0.095	1.91	85	0.082	1.35	0.118	1.88	57
Limited Concentrator (TR)	0.169*	4.19	0.137*	2.96	97	0.033	0.50	0.054	0.77	44
Concentrator/ Explorer (TR)	0.131*	2.14	0.107	1.62	41	-0.102	-1.09	-0.095	-0.99	22
Special Group										
Handicapped	-0.071*	-2.35	-0.060	-1.84	185					
Limited English Proficient					6	0.118	1.33	0.104	1.14	25

NOTES: *Indicates that the chance probability of an effect this large is $\leq$ .05. All equations controlled for socioeconomic status, region, rural/urban location, achievement/ability, postsecondary education, current enrollment, labor market experience, and tenure. In addition, the HS&B equations controlled for the presence of a spouse or child and occupation. SR refers to self-report, TR refers to training-related, MD refers to missing data.

TABLE 25--Continued

	HS&B					NLS				
	Hourly		Monthly			Hourly		Monthly		
	Parameter Estimate	t-value	Parameter Estimate	t-value	HS&B n	Parameter Estimate	t-value	Parameter Estimate	t-value	NLS n
Absenteeism	0.015	1.95	0.021*	2.42	1530					
Discipline Problems	-0.041	-1.48	-0.039	-1.33	250					
Trouble with Law	0.075	1.89	0.091	2.12	104					
Work Composite	0.013	0.86	0.012	0.69	1518					
8th-Grade Aspirations	-0.003	-0.11	-0.003	-0.10	650					
10th-Grade Grade Point Average	0.006	0.33	0.016	0.87	1395	0.009	0.42	0.007	0.32	973
Work In High School	0.037	0.98	0.070	1.70	1419					
Self-esteem	0.002	0.14	0.005	0.33	1515	0.007	1.89	0.007*	1.99	1113
Locus of Control	-0.005	-0.30	0.004	0.19	1513					
Intercept	1.438	15.23	1.438	15.23	1530	1.128	7.45	6.110	44.06	1141
	R^2= 0.132		R^2= 0.145			R^2= 0.231		R^2= 0.227		
	Adj. R^2= 0.098		Adj. R^2= 0.111			Adj. R^2= 0.207		Adj. R^2= 0.203		
	F-statistic = 3.848		F-statistic = 4.288			F-statistic = 9.485		F-statistic = 9.538		

TABLE 26

EFFECTS OF HIGH SCHOOL CURRICULUM AND
GROUP MEMBERSHIP ON HOURLY AND MONTHLY EARNINGS
(White males, All workers)

	HS&B					NLS				
	Hourly		Monthly			Hourly		Monthly		
	Parameter Estimate	t-value	Parameter Estimate	t-value	HS&B n	Parameter Estimate	t-value	Parameter Estimate	t-value	NLS n
Education										
Concentrator	-0.023	-0.70	0.023	0.47	165	0.041	0.73	0.022	0.28	70
Limited Concentrator	-0.011	-0.41	-0.031	-0.83	315	-0.041	-1.03	-0.055	-0.97	148
Concentrator/ Explorer	-0.010	-0.28	-0.010	-0.21	155	0.040	0.72	0.071	0.90	68
Academic	-0.026	-0.86	-0.021	-0.49	244	0.050	1.43	0.018	0.37	237
SR Vocational	0.126*	3.23	0.170*	2.98	150	-0.017	-0.26	-0.104	-1.09	50
SR Academic	0.045	0.76	0.086	1.00	48	0.029	0.57	-0.074	-1.01	118
Concentrator (TR)	0.132*	3.09	0.060	0.96	97	0.106	1.84	0.240*	2.92	60
Limited Concentrator (TR)	0.160*	3.98	0.184*	3.14	106	0.074	1.22	0.104	1.20	52
Concentrator/ Explorer (TR)	0.112	1.88	0.228*	2.64	43					22
Special Group										
Handicapped	-0.060*	-2.27	-0.046	-1.18	239					
Limited English Proficient					7	0.160*	2.19	-0.050	-0.48	36

NOTES: *Indicates that the chance probability of an effect this large is $\leq .05$. All equations controlled for socioeconomic status, region, rural/urban location, achievement/ability, postsecondary education, current enrollment, labor market experience, and tenure. In addition, the HS&B equations controlled for the presence of a spouse or child and occupation. SR refers to self-report, TR refers to training-related, MD refers to missing data.

TABLE 26--Continued

	HS&B					NLS				
	Hourly		Monthly			Hourly		Monthly		
	Parameter Estimate	t-value	Parameter Estimate	t-value	HS&B n	Parameter Estimate	t-value	Parameter Estimate	t-value	NLS n
Absenteeism	0.016*	2.26	0.021*	2.02	2031					
Discipline Problems	-0.008	-0.34	0.006	0.16	304					
Trouble with Law	0.044	1.24	0.062	1.19	128					
Work Composite	0.020	1.53	0.031	1.61	2015					
8th-Grade Aspirations	-0.011	-0.54	-0.020	-0.66	967					
10th-Grade Grade Point Average	-0.007	-0.48	-0.026	-1.21	1862	-0.012	-0.65	-0.041	-1.53	1281
Work In High School	0.022	0.70	0.084	1.83	1868					
Self-esteem	0.001	0.12	0.003	0.14	2011	0.006	1.87	0.006	1.40	1460
Locus of Control	0.009	0.58	0.020	0.91	2009					
Intercept	1.480	17.99	6.637	55.31	2031	0.831	6.95	5.830	35.55	1496
	R^2= 0.119		R^2= 0.223			R^2= 0.252		R^2= 0.318		
	Adj. R^2= 0.093		Adj. R^2= 0.200			Adj. R^2= 0.234		Adj. R^2= 0.302		
	F-statistic = 4.528		F-statistic = 9.601			F-statistic = 14.056		F-statistic = 20.013		

In the case of the NLS-Youth data, only monthly earnings in the all-workers group show a significant advantage. That advantage is for the Concentrators. As noted for certain of the other groups, all of the coefficients are positive for Concentrators and Limited Concentrators. They are also close in size to those that are significant in the unrestricted sample of all workers, regardless of group membership. Thus, although the positive effect of the vocational curriculum for those white men who concentrate is not firmly established, the general direction of the evidence seems to favor such an interpretation.

A second finding of interest in the two samples of majority white men is the pair of significant coefficients for self-reported vocational education. This finding also occurs for hourly wages in the equation for all full-time workers. In that case it is less than half the size of the value for the majority white males. This suggests that the effect is largely a white male phenomenon because, next to white females, these white males are the largest group in that sample.

Previous work (Campbell, Orth, and Seitz 1981) has shown that self-report is not a very reliable indicator of curricular pathways as shown by transcript data. In NLS-Youth, as many as 7 percent who classified themselves as vocational graduates had not taken a single vocational course in high school. Examination of the question in the HS&B data as part of this project showed as much as 50 percent disagreement. This suggests that what is captured by the self-report is more of an attitude toward working than a school curriculum. If that speculation is true, then employers must be rewarding that attitude on the job. These analyses do not provide a test of that conjecture, however.

For white males, a handicapping condition is associated with a disadvantage in hourly wages. Unexpectedly, limited English proficiency is associated with an advantage! There is no ready explanation for that finding, nor for the equally perplexing association of school absenteeism with a wage advantage. These remain for further examination in some subsequent study with additional data.

Earnings Effects of High School Curriculum For Low SES Workers

The wages and earnings effects for low-SES workers are presented in tables 27 and 28. The larger sample size for the all-workers group permits more significant effects to emerge, but one of the most notable findings that can be observed in these data is found in the full-time workers group. For full-time, low SES workers, the academic curriculum is associated with higher wages and earnings. This finding does not occur with any other

TABLE 27

EFFECTS OF HIGH SCHOOL CURRICULUM AND
GROUP MEMBERSHIP ON HOURLY AND MONTHLY EARNINGS
(Low socioeconomic status, All workers)

	HS&B					NLS				
	Hourly		Monthly			Hourly		Monthly		
	Parameter Estimate	t-value	Parameter Estimate	t-value	HS&B n	Parameter Estimate	t-value	Parameter Estimate	t-value	NLS n
Education										
Concentrator	0.031	1.01	0.047	1.05	203	-0.046	-1.04	-0.042	-0.62	83
Limited Concentrator	0.019	0.67	-0.018	-0.45	268	0.000	0.00	0.008	0.15	127
Concentrator/ Explorer	0.004	0.13	-0.007	-0.15	171	0.032	0.71	0.062	0.90	76
Academic	-0.068	-1.47	-0.262*	-3.90	82	0.055	1.04	0.054	0.67	56
SR Vocational	0.059	1.56	0.045	0.83	151	0.071	1.43	0.134	1.76	65
SR Academic	0.124	1.54	0.062	0.53	23	0.038	0.75	0.053	0.68	62
Concentrator (TR)	0.134*	2.89	0.084	1.26	76	0.086	1.34	0.240*	2.46	35
Limited Concentrator (TR)	0.132*	2.68	0.151*	2.11	64	0.048	0.89	0.129	1.56	50
Concentrator/ Explorer (TR)	0.079	1.08	-0.023	-0.22	27					20
Special Group										
Male										
Hispanic	0.045	1.35	0.072	1.50	250	-0.029	-0.62	-0.022	-0.31	162
Native American	0.055	0.78	0.132	1.29	32					14
Black	0.058	1.49	-0.020	-0.35	153	-0.043	-0.90	-0.038	-0.52	124
Other					19	0.025	0.33	0.114	0.96	26
Female										
Hispanic	0.004	0.09	-0.040	-0.72	215	-0.112*	-2.57	-0.023*	-3.37	211
Native American	-0.097	-1.25	-0.127	-1.13	27	-0.225*	-2.98	-0.371*	-3.23	28
Black	0.027	0.68	-0.077	-1.31	183	-0.137*	-3.01	-0.276*	-4.00	165
White	-0.065*	-2.08	-0.160*	-3.50	411	-0.201*	-4.55	-0.327*	-4.87	150
Other	0.053	0.67	-0.021	-0.18	28	-0.134*	-1.98	-0.218*	-2.12	37
Handicapped	-0.007	-0.24	-0.015	-0.37	210					
Limited English Proficient	-0.020	-0.52	-0.065	-1.14	116	-0.037	-0.86	-0.059	-0.89	77

NOTES: *Indicates that the chance probability of an effect this large is $\leq .05$. All equations controlled for socioeconomic status, region, rural/urban location, achievement/ability, postsecondary education, current enrollment, labor market experience, and tenure. In addition, the HS&B equations controlled for the presence of a spouse or child and occupation. SR refers to self-report, TR refers to training-related, MD refers to missing data.

TABLE 27—Continued

	HS&B					NLS				
	Hourly		Monthly			Hourly		Monthly		
	Parameter Estimate	t-value	Parameter Estimate	t-value	HS&B n	Parameter Estimate	t-value	Parameter Estimate	t-value	NLS n
Absenteeism	0.014	1.89	0.023*	2.12	1663					
Discipline Problems	-0.010	-0.38	-0.018	-0.48	265					
Trouble with Law	-0.051	-1.11	0.077	1.15	72					
Work Composite	-0.005	-0.38	0.043*	2.06	1640					
8th-Grade Aspirations	-0.013	-0.59	0.010	0.31	607					
10th-Grade Grade Point Average	0.007	0.49	0.012	0.53	1506	-0.002	-0.11	-0.017	-0.56	813
Work in High School	-0.016	-0.64	0.003	0.08	1368					
Self-esteem	0.017	1.35	0.019	1.03	1631	0.008*	2.74	0.014*	2.94	1014
Locus of Control	-0.036*	-2.34	-0.028	-1.28	1627					
Intercept	1.319	14.19	6.429	47.79	1663	0.787	6.73	5.477	31.85	1035
	R^2= 0.143		R^2= 0.280			R^2= 0.284		R^2= 0.332		
	Adj. R^2= 0.107		Adj. R^2= 0.249			Adj. R^2= 0.259		Adj. R^2= 0.309		
	F-statistic = 3.912		F-statistic = 9.092			F-statistic = 11.299		F-statistic = 14.603		

TABLE 28

EFFECTS OF HIGH SCHOOL CURRICULUM AND
GROUP MEMBERSHIP ON HOURLY AND MONTHLY EARNINGS
(Low socioeconomic status, Full-time workers)

	HS&B					NLS				
	Hourly		Monthly			Hourly		Monthly		
	Parameter Estimate	t-value	Parameter Estimate	t-value	HS&B n	Parameter Estimate	t-value	Parameter Estimate	t-value	NLS n
Education										
Concentrator	0.026	0.81	0.016	0.47	148	-0.020	-0.40	-0.032	-0.62	59
Limited Concentrator	-0.015	-0.51	-0.014	-0.44	186	0.016	0.37	0.010	0.22	90
Concentrator/ Explorer	-0.010	-0.28	-0.020	-0.53	119	-0.011	-0.21	-0.017	-0.32	54
Academic	0.032	0.56	0.008	0.13	43	0.129*	2.14	0.139*	2.22	40
SR Vocational	0.057	1.41	0.045	1.06	118	0.094	1.71	0.107	1.87	50
SR Academic					12	0.048	0.82	0.047	0.77	42
Concentrator (TR)	0.081	1.69	0.053	1.04	58	0.081	1.25	0.105	1.56	32
Limited Concentrator (TR)	0.141*	2.91	0.110*	2.14	55	0.028	0.49	0.022	0.36	40
Concentrator/ Explorer (TR)					21					17
Special Group										
Male										
Hispanic	0.031	0.92	0.028	0.78	203	0.005	0.10	-0.007	-0.13	127
Native American	0.000	0.01	0.010	0.14	27					12
Black	0.060	1.48	0.042	0.98	113	-0.030	-0.57	-0.055	-1.04	99
Other					13					20
Female										
Hispanic	-0.004	-0.10	-0.026	-0.59	140	-0.128*	-2.68	-0.171*	-3.49	147
Native American					16					20
Black	-0.029	-0.67	-0.039	-0.84	111	-0.173*	-3.43	-0.218*	-4.19	113
White	-0.048	-1.47	-0.078*	-2.22	267	-0.165*	-3.35	-0.205*	-4.03	101
Other					13					24
Handicapped	-0.028	-0.96	-0.046	-1.50	159					
Limited English Proficient	-0.007	-0.15	0.021	0.46	77	0.008	0.17	0.001	0.02	56

NOTES: *Indicates that the chance probability of an effect this large is $\leq .05$. All equations controlled for socioeconomic status, region, rural/urban location, achievement/ability, postsecondary education, current enrollment, labor market experience, and tenure. In addition, the HS&B equations controlled for the presence of a spouse or child and occupation. SR refers to self-report, TR refers to training-related, MD refers to missing data.

TABLE 28—Continued

	HS&B					NLS				
	Hourly		Monthly			Hourly		Monthly		
	Parameter Estimate	t-value	Parameter Estimate	t-value	HS&B n	Parameter Estimate	t-value	Parameter Estimate	t-value	NLS n
Absenteeism	0.005	0.63	0.005	0.66	1189					
Discipline Problems	-0.027	-0.98	-0.011	-0.38	214					
Trouble with Law	-0.010	-0.21	0.031	0.63	61					
Work Composite	0.017	1.10	0.022	1.35	1176					
8th-Grade Aspirations	-0.013	-0.54	-0.016	-0.65	400					
10th-Grade Grade Point Average	0.005	0.32	0.012	0.71	1072	-0.020	-0.88	-0.034	-1.45	593
Work In High School	-0.044	-1.61	-0.032	-1.12	984					
Self-esteem	0.017	1.28	0.015	1.02	1168	0.008*	2.21	0.007*	1.98	745
Locus of Control	-0.029	-1.83	-0.035*	-2.04	1165					
Intercept	1.343	14.00	6.555	64.57	1189	1.178	7.26	6.205	47.23	759
	R^2= 0.196		R^2= 0.219			R^2= 0.275		R^2= 0.283		
	Adj. R^2= 0.147		Adj. R^2= 0.172			Adj. R^2= 0.240		Adj. R^2= 0.249		
	F-statistic = 4.002		F-statistic = 4.616			F-statistic = 7.838		F-statistic = 8.396		

group, nor for all full-time workers in the two samples. Because it is an isolated finding, occurring only in the NLS Youth data, it cannot be considered conclusive. However, there are intuitive reasons to believe that such an effect might exist in the population of low-SES students who graduated and became full-time workers. The assumption is that the curricular emphasis on communication, mathematical, and scientific skills might mediate the widely observed association between low SES and unfavorable labor market positions. Certainly the rhetoric of reports such as A Nation At Risk (1983) implies such an assumption. Why the effect disappears when about one-third more part-time workers are added to the sample, and why, in the HS&B data the opposite effect is observed, does not have a ready explanation. This finding raises a question that deserves further study.

The apparent effects of high school vocational education follow a familiar pattern for this group. For Concentrators and Limited Concentrators who are in training-related jobs, all of the coefficients are positive. However, they are not uniformly significant across both patterns of vocational participation and across both databases. On balance it appears likely that there is some positive effect, but it is not large enough to be uniformly observed.

Gender effects are similar to, but stronger than, those observed in the total sample of workers that comprise the NLS-Youth part of the group. For low SES white women, the disadvantage in monthly earnings is 33 percent compared to white men, but in the total group, the disadvantage is only 10 percentage points. The HS&B sample shows a similar disadvantage for white women only and not for the other female groups. Neither a handicapping condition nor limited English proficiency show generalizable results, although in this sample the signs are in the expected direction in the all-workers groups of both databases. In general, the overall findings for the total group of all workers hold for the low SES group as well.

The overall implications of the findings reported here are presented in chapter 5. The suggestions for policy that these data provide are also considered in that chapter.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND POLICY IMPLICATIONS

It is well understood that the extent and character of education and training are significantly related to how well individuals do in the labor market. That certain population groups suffer disadvantages in the labor market is also well known. Whether there are interrelationships between educational background and membership in these groups is a matter that has received inadequate attention, and is the focus of the present study. More specifically, the fourfold aim of the study has been to ascertain the following:

- What environmental factors and student characteristics--including membership in the population "groups of special interest"--are associated with the selection of the several high school curricula.

- How high school curriculum and membership in the groups of special interest affect the extent and character of postsecondary education.

- How high school curriculum affects subsequent success in the labor market (controlling for postsecondary education), and whether the effects appear to be the same for each of the groups of special interest.

- How membership in each of the groups of special interest affects labor market experience when both educational experience and other personal and environmental characteristics are controlled.

To meet these objectives two longitudinal data sets have been used, each based on a representative national sample of high school graduates. The High School and Beyond (HS&B) sample consists of 23,261 high school graduates who were surveyed for the first time as sophomores in 1980 and resurveyed in 1982 and 1984. The sample from the National Longitudinal Surveys of Youth (NLS-Youth) consists of 7,915 young men and women who were first interviewed in 1979 when they were between the ages of 14 and 21, and who have been reinterviewed annually thereafter. Information on postsecondary education and labor market experience has been drawn from the 1984 survey of the HS&B sample and from the 1983 interviews with the NLS-Youth sample. Thus, the HS&B data relate to a very narrow age range of youth, none of whom had been out of high school for more than 2 years. The NLS-Youth data, on the other hand, relate to youths spanning a 7-year age range, the oldest of whom may have been out of high school for 7 or 8 years.

Although neither data set was designed specifically for the purposes of the present study, each is remarkably rich in the data required for the analysis, especially the detailed information on labor market experience provided by the NLS-Youth and the various test results and attitudinal measures provided by HS&B. Data on high school curriculum in each of the surveys have been supplemented, moreover, by collection of transcripts for a subset of the respondents. Both data sets permit identification of a number of minority racial/ethnic groups by gender: blacks, Hispanics, Native Americans, and Asians. In addition, both databases permit classification of individuals by socioeconomic status and by English language proficiency. Finally, the HS&B data identify individuals with physical, mental, or emotional handicaps. Thus, the groups of special interest that have been analyzed are women, blacks, Hispanics, Native Americans, Asians, persons of low socioeconomic status (SES) (lowest quartile), the handicapped, and persons with limited English proficiency (LEP). Sample size has frequently not permitted stratification by each of these characteristics; the analysis is, therefore, most complete for women, blacks, Hispanics, and low SES youth, but each of the other groups is at least represented by a variable in regressions.

The evidence based on this mass of data, which has been presented in chapter 4, is both detailed and complex. It is desirable at this point to draw together the principal conclusions that the findings appear to warrant, without repeating the supporting evidence. The generalizations are organized along the lines of the four questions outlined at the beginning of this chapter, and end with a summary statement about each of the groups of special interest. Unless otherwise indicated, all relationships that are described are net relationships--that is, they reflect statistically significant coefficients in a multiple regression model with appropriate controls for other variables. Following this summary of conclusions, the chapter will end with a discussion of policy issues to which the research findings are relevant.

Determinants of High School Curriculum

- The high school vocational education curriculum attracts, in disproportionate numbers, youths from the lower socioeconomic strata, rural youths, youths of lower ability (as measured by conventional intelligence or academic achievement tests), and youths with feelings of personal inadequacy (low self-esteem).

- Controlling for the foregoing factors, both gender and race and ethnicity are associated with the selection of the vocational curriculum. Hispanic and black men and men of other race/ethnic groups (except Native American) are less likely than non-Hispanic white men to enroll.

- The factors leading to enrollment in the academic curriculum (as opposed to the vocational and general curricula) are in some respects the mirror images of those leading to vocational education enrollment, particularly high ability and high SES.

- Handicapped students, according to simple cross-tabulations, are relatively twice as numerous in the general as in the academic curriculum (14 versus 7 percent); the proportion of handicapped students in the vocational curriculum falls between these extremes.

- On the basis of simple cross-tabulations there are pronounced gender differences in distribution by specialty within the vocational education curriculum. Of the two largest specialties, together accounting for 85 or 90 percent of total enrollment, Trades and Industry substantially overrepresents males, while Business substantially overrepresents females. Among the smaller specialties, males are overrepresented in Agriculture and underrepresented in Health Care.

- Variations in specialty according to race/ethnicity and handicap status (again based on simple cross-tabulations) are considerably less pronounced than the differences by gender. However, minority youth are less likely than whites to enroll in Business and more likely to enroll in Trades and Industry. Handicapped students are least likely to appear in Business and Distributive Education and most likely to enroll in Home Economics and Agriculture.

Determinants of Postsecondary Education

- The likelihood of continuing education beyond high school is significantly greater for youth of higher socioeconomic status, greater ability, higher self-esteem, more favorable high school grades, and from urban environments.

- With the above factors controlled, there are differences by race/ethnicity in the likelihood of further education. Hispanic and black high school graduates--men and women alike--are significantly more likely than non-Hispanic white males to continue their education.

- Again controlling for the other determinants of postsecondary education, there are some differences by high school curriculum. Specifically, graduates of the vocational curriculum are no less likely than those of the general curriculum to pursue further education; graduates of the academic curriculum are more likely than the general and vocational curriculum graduates to do so.

- When attention is confined to those who continue their education beyond high school, there are differences according to both high school curriculum and race/ethnicity in the type and extent of further education. Many of the same factors that channel youth into the vocational curriculum in high school tend to channel the high school graduates into vocational, trade, or business schools (as opposed to 2- or 4-year colleges)--low socioeconomic status, low ability, low self-esteem, and (in addition) low high school grades. Moreover, even with these factors controlled, graduates of the high school vocational curriculum are more likely than those from the general curriculum to enter these types of schools. Hispanics and blacks are less likely than non-Hispanic whites to do so.

- Among high school graduates who enter 2- or 4-year colleges rather than vocational, trade, or business schools, those from higher SES backgrounds, with greater ability, with better high school grades, and with higher self-esteem go into the 4-year programs. Controlling for these factors, black men and women are more likely than white males to do so.

Earnings

- Pursuing a vocational curriculum in high school has a clear payoff in hourly and weekly earnings for youth who are subsequently employed in jobs related to their training. The evidence is virtually conclusive for all categories of workers combined and for white males. Evidence of such an advantage for

the vocational curriculum is considerably less clear for women, and virtually nonexistent for blacks and Hispanics, although the pattern of results suggests the possibility that had sample sizes been larger, the results for these groups would be comparable to those for all workers.

- In any case, the favorable results for the vocational curriculum are tempered by the fact that well over one-half of the workers whose high school transcripts indicated a vocational program were working in jobs apparently unrelated to their training. For these persons, no earnings advantage is discernible.

- Differences in the extent of postsecondary education, other things being equal, make a substantial difference in hourly and monthly earnings. Data from NLS-Youth provide a better measure than the HS&B data for several reasons, but especially because members of the latter sample could not have had more than 2 years of postsecondary schooling. When attention is focused on full-time workers in the NLS-Youth sample who are not currently enrolled in school, persons with 2, 3, and 4 or more years of post-high school education enjoy hourly wage advantages of 5 percent, 9 percent, and 18 percent, respectively, over those with no postsecondary schooling; differentials in monthly earnings are similar. The corresponding patterns for women, Hispanics, blacks, and workers from low SES backgrounds are not nearly so regular; yet in each case, those with 4 or more years of postsecondary work have an earnings advantage of at least 20 percent over those who ended their education with graduation from high school.

- With education and other factors related to productivity controlled, significant gender differentials in earnings remain. Depending on the sample and measure of earnings used, white females earn from 8 percent to 28 percent less than white males, and gender differentials in the neighborhood of 10 percent or more prevail among blacks, Hispanics, and low SES individuals of all races.

- On the other hand, with respect to race and ethnicity, there is no evidence of earnings differentials in favor of whites once other characteristics are controlled. Specifically, among males there are no significant differences between non-Hispanic

whites on the one hand and blacks, Hispanics, or Native Americans on the other. In the case of Native Americans, however, the signs of coefficients are generally negative, leading to the suspicion that if sample sizes were larger, significant differences in favor of whites might emerge. Among women, none of the data show differentials in favor of whites, and in several cases significant differences in favor of blacks and Hispanics appear.

Labor Force Participation and Employment

- Both labor force participation and employment appear to be more continuous for graduates of the high school vocational education curriculum than for other high school graduates. This, at least, is the conclusion to which one is led on the basis of the NLS-Youth data (which are probably more reliable than the HS&B data for these variables). Controlling for postsecondary education, the vocational graduates were in the labor force for a larger proportion of the total time since high school graduation than the general curriculum graduates, and the latter, in turn, had greater participation than their counterparts from the academic curriculum. Of perhaps greater significance, the vocational graduates also had more favorable unemployment experience than graduates of the general curriculum; that is, of the total number of weeks in the labor force since high school graduation, the vocational graduates enjoyed the highest proportion of weeks of employment.

- Black males have both less continuous labor force participation and less favorable employment experience than their white counterparts. As would be expected, women of all racial and ethnic groups have lower rates of labor force participation than non-Hispanic white males; black women also have less regular employment.

Profiles of the Groups of Special Interest

High school graduates between the ages of 18 and 25 in the United States in 1983 were almost equally divided between men and women. About three-fourths of the total number were non-Hispanic whites, close to 12 percent were blacks, and slightly over 5 percent were nonblack Hispanics. Native Americans and Asians each accounted for about 1 percent of the total, and members of all other races made up the remainder.

In addition to the potential disadvantage of minority racial or ethnic status, and of being female in a society in which vestiges of traditional female subservience are still evident, some youths are plagued by physical, mental, or emotional handicaps and some suffer the disadvantage of being less than proficient in English. Approximately one in nine of the youths reported handicaps and 1.4 percent had LEP. These, together with the youths in the bottom one-fourth of the socioeconomic hierarchy, are the "groups of special interest" with whom this study has been concerned. A brief summary description of each, based on the principal research findings, is presented below.

Women

Within the vocational curriculum, women tend to gravitate toward the Business specialty, which trains them for traditionally female jobs, and to avoid the Trades and Industry specialty, which is dominated by men. To what extent this results from subtle discrimination, from inadequate counseling, and/or from the culturally conditioned choices that young women make cannot be ascertained from the data, but there is not much question about its effect. The training that women get channels them into lower paying jobs relative to those of men.

Other things being equal, white women are neither more nor less likely than white men to continue their education after graduating from high school, but appear to be less likely to do so than their black and Hispanic counterparts. Moreover, among those who do continue their education, white women are more likely than Hispanic or black women to choose vocational or business schools rather than 2- or 4-year colleges.

Women have less regular labor force attachment than men after they leave high school, but even when this and other factors are controlled, their hourly and monthly earnings are below those of men. This is a universal phenomenon, existing alike among whites, Hispanics, and blacks.

Hispanics

Hispanic youths tend to be disadvantaged relative to non-Hispanic whites in at least three important respects. They are about three times as likely to be in the lowest quartile of the total population according to socioeconomic status; they are almost one-half again as likely to suffer a handicap; and they contain much larger proportions of individuals with limited English language proficiency (8 percent versus 0.5 percent in the rest of the population). Perhaps as a result, they are almost twice as likely as non-Hispanic whites to drop out of high school (36 percent versus 20 percent) (table C.29). The present study

is, of course, confined to high school graduates and, moreover, controls for ability, socioeconomic status, LEP, and a number of other factors that may be expected to be correlated both with ethnicity and with outcome measures. Nevertheless, if there is a "penalty" attached to failure to complete high school, and if there is reason to believe that the penalty is greater for minority than for nonminority youth, the findings of this study may be expected to overstate the achievements and rewards of Hispanics (and other minorities) relative to those of non-Hispanic whites for the population as a whole.

Within the group of high school graduates, and controlling for other factors, Hispanic males are less likely than non-Hispanic white males to have been in the vocational curriculum. After high school graduation Hispanic men and women are more likely than non-Hispanic whites to pursue postsecondary schooling; among all youths who do so, they are more likely than other whites to attend colleges rather than vocational, trade, or business schools. Finally, among all college-goers they are at least as likely as other whites to opt for 4-year rather than 2-year programs.

Controlling for educational attainment, ability, SES, and other factors, there is no significant difference in the earnings of Hispanic and other white males. In the case of women, on the other hand, there is actually an advantage in favor of the Hispanics. Confining attention to the Hispanic group, high school curriculum appears to make no difference with respect to subsequent earnings, but the extent of postsecondary education does. The earnings advantages of those with 1 to 3 years of education beyond high school relative to those with none barely miss being statistically significant, and would probably become so if sample sizes were larger. Even with the existing sample size, those with 4 or more years of post-high-school education are shown to earn 36 percent more than otherwise comparable youths who ended their education with high school--a highly significant difference.

Blacks

The fact that the analysis has been confined to high school graduates requires the same caveat with respect to blacks that has already been emphasized in the discussion of Hispanics. Like the Hispanics, black youths are more likely than whites to be found in the lower socioeconomic strata and are more likely to have dropped out of high school, although the higher incidence of handicaps and of limited English proficiency that prevails among Hispanics is not discernible in the case of the blacks.

Among all recent high school graduates, once one controls for the effects of such factors as ability and SES, black youth

are less likely than whites to have opted for the vocational curriculum. Of all students in the curriculum, simple cross-tabulations show that blacks are overrepresented relative to majority whites in the Trade and Industry and Home Economics specialties and are underrepresented in Business.

Black high school graduates--males and females alike--are significantly more likely than comparable whites to continue their education. Moreover, of those who go on, blacks are less likely than whites to opt for vocational or business programs and more likely to pursue 4-year, rather than 2-year college programs.

The generalizations that can be made about the earnings of blacks parallel those that have already been reviewed for Hispanics. There is no evidence of an earnings differential between black and white males who are comparable in other respects, and among females the advantage appears to lie with the blacks. High school curriculum appears to have no independent effect on earnings, but those who pursue education beyond high school have higher earnings than those who do not. This is especially true of the youths who complete 4 or more years of postsecondary schooling, among whom the earnings advantage is between 20 percent and 25 percent.

Low SES Students

The characteristics and experience of students in the lowest socioeconomic quartile of the population parallel those of Hispanics and blacks. These minorities, as has been seen, are disproportionately represented in that population group; nevertheless, because of their much greater numbers in the total population, there are more non-Hispanic whites than the combined total of Hispanics and blacks at the bottom of the SES hierarchy.

Low SES youth are less likely than other high school graduates to have been enrolled in vocational education and are more likely to have come from the academic curriculum. They are more likely to pursue postsecondary education, and among all those who do, they are less likely to opt for vocational programs and more likely to take 4-year than 2-year college courses. These results parallel those that have already been described for Hispanics and blacks; they lead one to believe that among all three groups, youth who complete high school are self-selected subsets of their respective populations; they appear to be highly motivated toward academic achievement at least from the time they make their high school curriculum choices.

High school curriculum makes a difference for this group as far as subsequent earnings are concerned. Among those in full-time jobs after the completion of schooling, graduates of the academic curriculum have an earnings advantage over graduates of the general curriculum--a relationship that is not found in any of the other groups analyzed. Vocational graduates likewise have an advantage over their general curriculum counterparts, but only if they end up in training-related jobs. Controlling for high school curriculum, the low SES youths who go on to complete 4 or more years of postsecondary education have an earnings advantage of about 25 percent over those who end their education with their high school diploma.

Native Americans and Other Race/Ethnic Minorities

The numbers of sample cases representing Native Americans, Asians, and other races have generally been too small to allow definitive statements about their experience. If one does not insist upon statistically significant regression coefficients and is willing to draw tentative conclusions on the basis of the general pattern provided by the signs of those coefficients, it is possible to say that Native American males appear to be more likely than comparable whites to have graduated from the vocational and the academic curricula in high school, and correspondingly less likely to have come from the general curriculum. They seem also somewhat more likely than their white counterparts to continue their education after graduation, and, among those who do so, to select vocational rather than college programs. Among the males who elect to go to college, however, it appears that the Native Americans, more frequently than the whites, choose the 4-year programs. Female Native American high school graduates are more likely than white males to have come from the vocational curriculum and are less likely to have graduated from the academic program.

Controlling for other factors, the earnings of male Native Americans appear to be somewhat below those of their white counterparts. A comparable racial differential does not seem to prevail in the case of the women, however; indeed, if there is a difference in the case of full-time women workers it would seem to be in favor of the Native Americans. For other racial/ethnic groups the earnings patterns are similar, but somewhat more uniform. Among men, the earnings coefficients for other groups (relative to majority whites) are uniformly negative; for women they are uniformly positive.

Individuals with Handicaps

Because of their relatively small numbers, the evidence concerning the handicapped is also quite limited. Even aside

from the relatively small numbers of handicapped individuals, it needs to be kept in mind that confining the sample to high school graduates means that the most serious physical and mental handicaps are probably unrepresented in the data. Nevertheless, in the hourly wage equations for all full-time workers and for white males, there is evidence that handicapped respondents earn significantly less than otherwise comparable individuals with no such disabilities. Moreover, in the equations for other subsets of the entire HS&B sample, the signs of the handicap variable are almost invariably negative, providing a reasonable basis for the belief that the handicapped youths generally suffer an earnings disadvantage in the labor market.

Limited English Proficiency

No comparable statement can be made, however, concerning the effect of limited English proficiency. The sample was very small and not reliably identified in the database. Aside from the finding that LEP youths have spent a significantly smaller proportion of their time in the labor force than those without such a limitation, there is no evidence of a labor market penalty attached to LEP. Signs for the coefficient in earnings equations are positive at least as frequently as they are negative.

Interpretations and Policy Considerations

Up to this point the conclusions that the evidence seems to warrant have been described with little in the way of interpretation or evaluation. This concluding section of the chapter is more subjective; it assesses the significance of some of the findings either from the standpoint of public policy or from the standpoint of the further research that they suggest.

One of the most interesting findings of the study is the absence of labor market disadvantage of blacks, Hispanics, and low SES persons when other factors are controlled. Among males, the Hispanics and blacks earn as much as non-Hispanic whites; among females, the blacks and Hispanics actually earn more. These results imply that the control variables used in the regressions have perfectly compensated for whatever real differences in productivity may exist among these groups and that among recent high school graduates earnings data provide no evidence of racial or ethnic labor market discrimination, at least as far as blacks and Hispanics are concerned.

While there is evidence that racial differences in labor market rewards (controlling for other factors) have diminished in recent years, probably at least in part as the result of public policy measures (Daymont 1981, 1983), it is hard to believe that racial and ethnic labor market discrimination is exclusively a

historical phenomenon. If this judgment is correct, then the findings that have emerged here are attributable to the fact that the sample consists entirely of high school graduates; with an unrestricted sample, racial/ethnic earnings differentials might well be discernible.

Even so, the absence of such differentials in the present study is significant from a policy point of view, for it underlines the importance of keeping the Hispanic, black, and low SES students in high school. If the line of reasoning outlined above is correct, reducing the above-average dropout rates of these youth would have an even greater effect on their subsequent labor market success than an equivalent reduction in dropout rates would have for whites. It must be acknowledged, however, that this conclusion rests on the assumption that the fact of high school completion itself makes the difference. To the extent that the difference between graduates and dropouts reflects solely prior characteristics that increase the likelihood of both graduation and subsequent success, it would of course be vacuous to suppose that a simple increase in high school graduation rates would tend to reduce inequality in labor market outcomes.

The absence of racial and ethnic earnings differentials is encouraging; on the other hand, controlling for ability, level of education, extent of labor market experience, and other relevant variables, women consistently earn less than men. The pronounced gender differences that have been found in all of the analyses are cause for concern both on grounds of equity and from the perspective of efficient resource allocation. This study has not attempted to uncover the reasons for the disparities, and even studies designed by economists to do so have not yielded unanimous judgments on the issue. Yet it is difficult to avoid the conclusion that such differentials stem at least in part from differences in the socialization process for men and women--occurring both in the family and in the school--that lead women into lower paying work.

From the perspective of educational policy, the goal should be to eliminate gender stereotypes that have this result. One manifestation of such stereotypes is the fact that women are disproportionately represented in business and office vocational programs that, on average, lead to lower paying jobs than the trades and industry specialties in which much larger proportions of men than women are enrolled. It is not clear to what extent this situation is amenable to control or influence by those responsible for educational policy, but it is clearly worthy of increased attention.

The positive earnings differentials for high school graduates of the vocational curriculum provide clearer justification for the program than most earlier studies have provided. The fact that such advantages are confined to those individuals who

end up in training-related jobs suggests that the curriculum is advantageous primarily in providing job skills rather than (1) generalized work habits and attitudes that are attractive and profitable to employers or (2) general labor market skills that enable individuals to find better jobs; both of the latter types of advantages would produce a payoff irrespective of type of work.

However, the fact that the earnings advantages are confined to those in training-related jobs, coupled with the fact that this group constitutes only a minority of all vocational graduates, is disquieting, for it is indicative of inefficiencies, especially in view of the higher cost of vocational relative to "general" education. There is need to know more than is currently known about the reasons that so many vocational graduates enter lines of work that are apparently unrelated to their training. To the extent that it is lack of opportunity, the relevant policy objective is either to expand the number of jobs in the economy or to improve the match between the stucture of job opportunities and enrollments in the various vocational education specialties, or both. On the other hand, to the extent that it results simply from the choices of students and graduates, more effective counseling prior to and during the high school years is indicated. In any case, it is clear that on the basis of economic considerations alone it would be desirable to minimize the proportion of vocational curriculum graduates who fail to use their training in the labor market.

A final point may be offered, albeit more tentatively than any of the foregoing. Among the control variables that have been used in the analyses of educational and labor market outcomes, measures of self-esteem have particularly widespread explanatory power. Students with low self-esteem, as measured in the 10th grade, were more likely to graduate from the vocational than from the other curricula; they were less likely to pursue any education beyond high school and, among all those who did, were more likely to opt for vocational than for college programs. Among the college bound, they were more likely to opt for the 2- rather than the 4-year program. Finally, with education and other factors controlled, the youths who had scored low in self-esteem tended to earn less than those with better self-images.

Two quite separate policy measures are suggested by these findings. First, from the vantage point of the student, anything that can be done in the schools to improve self-concept among those with low self-esteem will tend to reduce inequalities in educational achievement and labor market rewards. However, to the extent that such efforts are successful, they would presumably lead to reduced enrollments in vocational education. The appropriate policy objective in this context is to change the substance and/or image of vocational education to make it no less attractive to self-perceived "winners" than to self-perceived "losers".

More concretely, a number of specific policies designed to achieve the objectives outlined in the preceding paragraphs may be offered as illustrations. All levels of government, in addition to individual schools themselves, would ideally be involved in their implementation.

Combatting Discrimination

- The record suggests that civil rights legislation and executive orders have helped to reduce or eliminate racial and ethnic discrimination in the labor market, at least for the groups under consideration in this report. Continued vigorous enforcement of these policies is called for if the gains that have been made are to be preserved.

- Something more than these kinds of policies is evidently required if we are to erase the disadvantage experienced by women once they enter the labor market. School curricula, beginning with kindergarten, should be designed to describe the full range of occupational alternatives that are open to girls and boys. Particular emphasis, by means of specific examples and by introduction of role models, should be given to the changes that have been occurring in the roles of the sexes in the labor market as well as in other aspects of life.

- School counselors must also play a role by "leaning over backward" to avoid being influenced by stereotypes that pervade the entire culture when they offer educational and labor market advice to young women and young men of all racial and ethnic backgrounds.

Discouraging Dropouts

Reducing the incidence of withdrawal from high school--and especially the above-average dropout rates of racial and ethnic minority group persons--calls for a wide range of measures:

- Continuing and strengthening antipoverty programs will help reduce the disadvantage with which large proportions of these youth enter the educational system, thus decreasing both the economic and psychological inducements to leave school.

- Strengthening and expanding preschool and elementary school compensatory education programs should have a similar and more direct influence. There is ample evidence that Head Start, for example, contributes to the subsequent success in school of those who participate in it, but that existing programs accommodate only a small minority of those who are eligible for it. Other programs that have a history of success include migrant and bilingual education.

- Strengthening the entire elementary and secondary school program to make it more exciting, meaningful, and equitable to all categories of students would yield the twin benefits of improving the performance of students and reducing the likelihood of their withdrawal prior to graduation.

Enhancing Self-esteem

Improving the self-esteem of students with poor self-images would improve their educational decisions as well as their subsequent experience in the labor market.

- The measures described above that are designed to improve the school performance of children from economically deprived backgrounds would, as a consequence, tend to enhance their self-esteem.

- In addition, conscious efforts to develop formal programs of rewards for a variety of kinds of achievement would operate both to motivate and to improve the self-image of students who may lack abilities and skills that have been traditionally rewarded, but who nevertheless have others that can legitimately be recognized. In this context, there is probably no substitute for conscientious and imaginative efforts by empathetic teachers to bolster the egos of those students in need of such help.

Strengthening Vocational Education

- Although secondary vocational education has the reputation of providing solid preparation for those who end up in training-related jobs, the fact that only a minority of graduates enter such jobs invites attention, especially in view of the greater cost of vocational education compared to general education. Researchers should examine the question of why graduates take jobs unrelated to their training. In

addition, administrators of vocational programs should develop a means of maintaining contact with their graduates in order to ascertain whether the phenomenon can be explained by factors related to program characteristics that can be changed.

- Vocational education administrators also need to give attention to improving the image of their programs. One way of doing this would be to identify graduates who have achieved success and to "advertise" them as role models (for example, Harry F. Silberman, Professor and Chair, College of Education, UCLA; Jimmy Carter, former President of the United States). Vocational education researchers should also assist by publishing in a cross-disciplinary fashion. Journals in business, general education, school administration, and other research disciplines should be targets for publication of research results.

APPENDIX A

VARIABLE DEFINITIONS

(Definitions apply to both NLS-Youth and HS&B databases, unless otherwise indicated)

Race/ ethnicity	White, black, Hispanic, Native American, other (Asian is also included in the HS&B descriptive tables) (majority white = reference group).
Gender	Male, female (male = reference group)
Region	Northeast, North Central, South, West (North Central = reference group).
Area of residence	Rural or other (urban, suburban) (rural = 1).
Socioeconomic status (SES)	A created index of parents' occupation and education as well as household items, for respondents at age 14.
Marital status (HS&B)	Has the respondent ever been married (yes = 1).
Offspring (HS&B)	Does the respondent have any children (yes = 1).
Limited English proficiency (NLS-Youth)	A person is classified as limited English proficient if one of the following is true: o In the 1979 interview, the respondent reported having trouble getting a good job because of a problem with English; or o The respondent was administered the interview in a language other than English in 1979 or 1980. (LEP = 1)
Limited English proficiency (HS&B)	A person is classified as limited English proficient if one of the following is true: o The student had taken the Base-year questionnaire in Spanish; or o The student reported the first language spoken was one other than English, and o reported taking an English course for non-English-speaking students (in grades 10 - 12); or

- o reported taking a reading and writing course in the first language spoken (not English) in grades 10 - 12; or

- o reported taking other subjects (math, science) taught at least in part in their first language spoken (other than English) in grades 10 - 12.

(LEP = 1)

Handicapped (HS&B)

A person is classified as handicapped if one of the following is true:

- o The student reported being in a special program for educationally or physically handicapped persons; or

- o The student possessed one or more of the following conditions: specific learning disability, visual handicap, hearing impairment, deafness, speech disability, or orthopedic or other health impairment/physical disability, and reported having a limiting physical condition.

(handicapped = 1)

High school curriculum pattern

High school pattern was determined first by using student transcripts and, if this was not possible, by using a student's self-report.

In the descriptive information high school pattern is broken down into three categories as follows:

- o Vocational - further broken down into Concentrator, Limited Concentrator, Concentrator/Explorer, Explorer, Incidental Personal

- o Academic

- o General

In the regression analyses, respondents in the Explorer and Incidental Personal areas were merged into either the Academic or the General pattern (General = reference group).

Student high school curriculum pattern classification using high school transcripts

A student earning credit in any area of vocational education was categorized into one of the five patterns of Vocational Education: Concentrator, Limited Concentrator, Concentrator/Explorer, Explorer, or Incidental Personal. This is done in the following way. Each of the five patterns has values for intensity, diversity, continuity, supportive diversity, and proximity that are characteristic of an average member of that pattern. The differences between these characteristics and their corresponding values held by the student are computed and squared for each of the five patterns. The squared differences are summed within each pattern. The pattern with the lowest score is the classification given to the student. An Explorer, however, may not have a specialty, so a student with a specialty who is closer to Explorer than any other pattern is assigned the next closest pattern.

A student taking no vocational courses was classified as either Academic or General. There is a difference in definition of Academic between NLS-Youth and HS&B data. In NLS-Youth, if the student took 4 or more years of English, 3 or more years of Math, 2 or more years of Science and Social Studies; or 4 years of English, 2 or more years of Math, Science, and Social Studies and 2 years of foreign language, then that student was classified as Academic. Otherwise, the student was General.

In HS&B, a student taking no vocational courses was classified as either Academic or General. If the student earned 3 or more credits in English; 2 or more credits in the areas of math, science, and social science; and 12 or more total credits in English, math, science, social science, and foreign languages, then that student is Academic. Otherwise, the student is General.

A student was classified as having "missing data" in HS&B if

- o the credit earned is missing for two or more courses; or
- o the transcript reports that a course was taken in a grade other than 9, 10, 11, or 12; or

- o eight or more credits were earned in 2 or fewer courses in 1 year; or
- o any course was worth five or more credits; or
- o more than 12 credits were earned in 1 year; or
- o more than 32 credits were earned in the 4 years of high school.

Verified self-report (HS&B)

Verified self-report was used to determine a student's high school curriculum pattern when no transcripts were available or when the person's transcripts were invalid.

Selected questions in the first follow-up questionnaire were used to determine a student's curriculum as reported by that student. If the student reported taking 2 or more years of course work in a single vocational area--business, trade and industry, technical, or other (agriculture, health care, home economics, distributive education)--that student was classified as having taken a "Vocational" curriculum pattern. If a student did not meet these requirements but reported taking coursework consisting of at least 3 years of English; at least 2 years of math, science, and social studies; plus an additional 3 or more years in English, math, science, social science, or a foreign language totaling 12 or more credits, then that student was classified as having taken an "Academic" curriculum pattern. If these requirements were not met and the student reported taking coursework in any of the Academic subjects, the student was classified as having taken a "General" curriculum pattern. A student who did not meet any of the criteria for Vocational, Academic, or General was classified as having "missing data."

Specialty

No specialty--those in the Academic, General, Explorer, and some Incidental Personal curriculum pattern respondents.

Vocational specialties--Agriculture, Business, Health Care, Trade and Industry, Home Economics, and Distributive Education (marketing and merchandising).

Unclassifiable--those in self-report curriculum patterns.

Carnegie unit (NLS-Youth)	A Carnegie unit required that a class had been taken for an average of 1 hour a day, for 5 days a week, for 180 days.
Carnegie unit (HS&B)	A Carnegie unit required a minimum of 200 minutes for a regular class and 275 minutes for a lab class per week for 36 weeks. Some schools, however, may require more time for credit.
10th grade grade point average	Course credit for each course in the 10th grade was multiplied by the grade received for that course as follows: A+, A = 4.0; A- = 3.7; B+ = 3.3; B = 3.0; B- = 2.7; C+ = 2.3; C = 2.0; C- = 1.7; D+ = 1.3; D = 1.0; D- = 0.7 (if a failed class was reported, then 1 credit was assigned for that failed class in NLS-Youth and 0.6 credit in HS&B). These numbers were added together, then divided by the total number of credits for all 10th-grade courses taken.
Postsecondary education (NLS-Youth)	Currently enrolled AND one of the following: o Completed 0 years o Completed 1 year o Completed 2 years o Completed 3 years o Completed 4 or more years Not currently enrolled AND one of the following: o Enrolled but did not complete 1st year o Completed 1 year o Completed 2 years o Completed 3 years o Completed 4 or more years (never enrolled = reference group)
Postsecondary education: current enrollment status (HS&B)	Currently enrolled, not currently enrolled (never enrolled = reference group)
Postsecondary education: years completed (HS&B)	o Completed 0 years o Completed 1 year o Completed 2 years o Completed an indeterminate number of years. (never enrolled = reference group)

Ability (NLS-Youth)	Armed Forces Qualification Test (AFQT) score.
Ability (HS&B)	Composite of reading, vocabulary, and math scores from tests administered with survey.
School attitude (NLS-Youth)	An index based on a student's attitude toward various aspects of current school (e.g. Does student feel safe at school? Do teachers have knowledge of subject areas?).
Absenteeism (HS&B)	How many days the respondent was absent from school for reasons other than illness.
Discipline problems (HS&B)	Did the respondent have disciplinary problems in school (yes = 1).
Trouble with the law (HS&B)	While in school, was the respondent ever in trouble with the law (yes = 1).
Self-esteem	Additive score of various self-esteem questions asked of students in the 10th grade in HS&B and in 1981 in NLS-Youth. High values correspond with high self-esteem.
Locus of control (HS&B)	Additive score of various questions dealing with the amount of control respondents feel they have over their lives. High values correspond with feelings of being in control.
Training-related (TR)	A person's occupation and industry area were determined based on the Census Bureau's three-digit code for occupation. If that person's vocational specialty matched the occupation area or a combination of occupation and industry, the person was designated as being in a training-related area of work.
Occupation (HS&B)	What is the respondent's occupation. Farm laborer, farmer, professional-technical, manager, sales clerk, craft, operator (machinery) manual laborer, service, physical human services.
Full-time employment	A person worked an average of 30 hours or more per week, includes students.
Part-time employment	A person worked at least 5 hours per week, but less than 30.

Tenure	The number of months (NLS-Youth) or weeks (HS&B) a person has worked at current or most recent job.
Log hourly rate of pay	Log of reported hourly rate of pay.
Log monthly rate of pay	Log of reported monthly rate of pay.
Labor market experience (NLS-Youth)	Number of weeks worked since age 16.
Labor market experience (HS&B)	Number of weeks worked since graduation from high school or, if no graduation date was available, from the date of 18th birthday.
Weeks in the labor force (NLS-Youth)	Number of weeks since year after graduation or year after turning 18 looking for work or employed.
Percent of weeks worked (NLS-Youth)	Number of weeks employed since year after graduation or year after turning, 18 divided by the number of weeks in the labor force.
Percent of time available in the labor force (NLS-Youth)	Number of weeks in labor force divided by the number of weeks since year after graduation or year after turning 18.
Work composite (HS&B)	A created index of the importance of the following questions to the student in high school: success in work, having a lot of money, and finding steady work.
Work in high school (HS&B)	Whether the respondent held a job while attending high school (yes = 1).
Enjoy work (HS&B)	Whether student reports work is more enjoyable than school (yes = 1).
Luck more important than work (HS&B)	Whether student thinks luck is more important than work (yes = 1).
Work importance (HS&B)	Whether student thinks work is more important than school (yes = 1).

Plan to work first year out of high school (HS&B)	Whether the student plans to work the first year out of high school (yes = 1).
Eighth grade aspirations	Whether the student planned to go to college in the eighth grade (yes = 1).
Work 35 (NLS-Youth)	Whether students reported in the 10th grade that they expected to be working (full-time or part-time) at age 35 (yes = 1).

APPENDIX B

EFFECTS OF SCREENS

TABLE B.1

THE EFFECTS OF SCREENS ON NLS SAMPLE SIZE

	Total	White		Black		Hispanic		Native American		Other	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total Sample (Military excluded)	11367	2477	2594	1369	1425	932	996	237	295	533	509
Less:											
Nongraduates	3452	672	557	520	377	450	403	108	124	145	96
Total Remaining Sample for Analysis	7915	1805	2037	849	1048	482	593	129	171	388	413

TABLE B.2

RACE/ETHNICITY AND GENDER BY SOCIOECONOMIC STATUS
Frequency and Percent
Total Sample
NLS

Race/Ethnicity and Gender	Total	Low	2d	3d	High
White					
Male	2477	373	555	687	862
	21.79	15.06	22.41	27.74	34.80
Female	2594	391	595	715	893
	22.82	15.07	22.94	27.56	34.43
Black					
Male	1369	336	459	381	193
	12.04	24.54	33.53	27.83	14.10
Female	1425	409	418	371	227
	12.54	28.70	29.33	26.04	15.93
Hispanic					
Male	932	497	199	123	113
	8.20	53.33	21.35	13.20	12.12
Female	996	516	217	154	109
	8.76	51.81	21.79	15.46	10.94
Native American					
Male	237	73	77	50	37
	2.08	30.80	32.49	21.10	15.61
Female	295	83	99	76	37
	2.60	28.14	33.56	25.76	12.54
Other					
Male	533	82	110	153	188
	4.69	15.38	20.64	28.71	35.27
Female	509	82	112	132	183
	4.48	16.11	22.00	25.93	35.95
Total	11367	2842	2841	2842	2842
	100.00	25.00	25.00	25.00	25.00

NOTE: Percentages and numbers are unweighted.

TABLE B.3

RACE/ETHNICITY AND GENDER BY SOCIOECONOMIC STATUS
Frequency and Percent
Remaining Sample
NLS

Race/Ethnicity and Gender	Total	Low	2d	3d	High
White					
Male	1805	156	337	535	777
	22.80	8.64	18.67	29.64	43.05
Female	2037	211	415	592	819
	25.74	10.36	20.37	29.06	40.21
Black					
Male	849	187	260	251	151
	10.73	22.03	30.62	29.56	17.79
Female	1048	264	280	289	215
	13.24	25.19	26.72	27.58	20.52
Hispanic					
Male	482	216	100	71	95
	6.09	44.81	20.75	14.73	19.71
Female	593	269	124	101	99
	7.49	45.36	20.91	17.03	16.69
Native American					
Male	129	27	39	31	32
	1.63	20.93	30.23	24.03	24.81
Female	171	35	52	54	30
	2.16	20.47	30.41	31.58	17.54
Other					
Male	388	36	68	111	173
	4.90	9.28	17.53	28.61	44.59
Female	413	48	79	115	171
	5.22	11.62	19.13	27.85	41.40
Total	7915	1449	1754	2150	2562
	100.00	18.31	22.16	27.16	32.37

NOTE: Percentages and numbers are unweighted.

TABLE B.4

THE EFFECTS OF SCREENS ON HS&B SAMPLE SIZE

	Total	White		Black		Hispanic		Native American		Asian		Other	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total Sample	29737	9608	9687	1825	2089	2680	2540	173	149	218	230	321	217
Less: Private school students	3642	1229	1188	210	236	269	386	10	9	21	36	21	27
Remaining Sample	26095	8379	8499	1615	1853	2411	2154	163	140	197	194	300	190
Less: Nongraduates	2834	778	718	258	215	356	325	40	33	15	12	55	29
Remaining Sample	23261	7601	7781	1357	1638	2055	1829	123	107	182	182	245	161
Less: Students with unclassifiable grades	12	2	--	1	2	--	2	--	--	--	--	2	3
Remaining Sample	23249	7599	7781	1356	1636	2055	1827	123	107	182	182	243	158
Less: Students with missing credits	10	4	2	1	--	1	1	--	--	--	--	--	1
Remaining Sample	23239	7595	7779	1355	1636	2054	1826	123	107	182	182	243	157
Less: Students with out-of-range credits	5	3	--	--	1	--	1	--	--	--	--	--	--
Remaining Sample	23234	7592	7779	1355	1635	2054	1825	123	107	182	182	243	157
Less: Students with no transcripts and unclassifiable self-report data	947	267	180	61	55	60	38	4	3	5	8	161	105
Total Remaining Sample for Analysis	22287	7325	7599	1294	1580	1994	1787	119	104	177	174	82	52

TABLE B.5

GENDER AND RACE/ETHNICITY BY SOCIOECONOMIC STATUS
Frequency and Percent
Total Sample
HS&B

Race/Ethnicity and Gender	Total	Low	2d	3d	High	Missing
White						
Male	9608	1349	1970	2339	2752	1198
	32.31	14.04	20.50	24.34	28.64	12.47
Female	9687	1631	2213	2274	2602	967
	32.58	16.84	22.85	23.47	26.86	9.98
Black						
Male	1825	611	423	265	160	366
	6.14	33.48	23.18	14.52	8.77	20.05
Female	2089	851	448	320	150	320
	7.02	40.74	21.45	15.32	7.18	15.32
Hispanic						
Male	2680	1020	545	414	269	432
	9.01	38.06	20.34	15.45	10.04	16.12
Female	2540	1096	479	338	223	404
	8.54	43.15	18.86	13.31	8.78	15.91
Native American						
Male	173	48	25	35	22	43
	.58	27.75	14.45	20.23	12.72	24.86
Female	149	46	26	30	12	35
	.50	30.87	17.45	20.13	8.05	23.49
Asian						
Male	218	32	50	55	66	15
	.73	14.68	22.94	25.23	30.28	6.88
Female	230	45	44	46	70	25
	.77	19.57	19.13	20.00	30.43	10.87
Other						
Male	321	12	8	8	10	283
	1.08	3.74	2.49	2.49	3.12	88.16
Female	217	11	3	10	5	188
	.73	5.07	1.38	4.61	2.30	86.64
Total	29737	6752	6234	6134	6341	4276
	100.00	22.71	20.96	20.63	21.32	14.38

NOTE: Percentages and numbers are unweighted.

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TABLE 8.6

GENDER AND RACE/ETHNICITY BY SOCIOECONOMIC STATUS
Frequency and Percent
Remaining Sample
HS&B

Race/Ethnicity and Gender	Total	Low	2d	3d	High	Missing
White						
Male	7325	1258	1798	2071	2039	159
	32.87	17.17	24.55	28.27	27.84	2.17
Female	7599	1496	2004	1960	2056	83
	34.10	19.69	26.37	25.79	27.06	1.09
Black						
Male	1294	566	356	207	105	60
	5.81	43.74	27.51	16.00	8.11	4.64
Female	1580	777	380	255	113	55
	7.09	49.18	24.05	16.14	7.15	3.48
Hispanic						
Male	1994	931	485	339	197	42
	8.95	46.69	24.32	17.00	9.88	2.11
Female	1787	974	393	248	142	30
	8.02	54.50	21.99	13.88	7.95	1.68
Native American						
Male	119	45	22	30	19	3
	0.53	37.82	18.49	25.21	15.97	2.52
Female	104	45	21	25	10	3
	0.47	43.27	20.19	24.04	9.62	2.88
Asian						
Male	177	28	48	48	51	2
	0.79	15.82	27.12	27.12	28.81	1.13
Female	174	40	39	39	52	4
	0.78	22.99	22.41	22.41	29.89	2.30
Other						
Male	82	10	5	7	7	53
	0.37	12.20	6.10	8.54	8.54	64.63
Female	52	10	1	9	3	29
	0.23	19.23	1.92	17.31	5.77	55.77
Total	22287	6180	5552	5238	4794	523
	100.00	27.73	24.91	23.50	21.51	2.35

NOTE: Percentages and numbers are unweighted.

APPENDIX C

SUPPLEMENTAL TABLES

These tables present complete specifications for tables 14-28 in the text and are numbered the same to facilitate reference.

TABLE C.14

HS&B, PERCENT OF TIME IN THE LABOR FORCE

DEP VARIABLE: PCTILF

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	58	78.019738	1.345168	15.132	0.0001
ERROR	6040	536.925	0.088895		
C TOTAL	6098	614.944			
ROOT MSE		0.298152	R-SQUARE	0.1269	
DEP MEAN		0.470643	ADJ R-SQ	0.1185	
C.V.		63.34997			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > |T|
INTERCEP	1	0.394141	0.034923	11.286	0.0001
CONC	1	0.023028	0.014258	1.615	0.1064
LIMCON	1	0.018328	0.011903	1.540	0.1237
CONEXP	1	-0.011817	0.014121	-0.837	0.4027
MDTRANS	1	-0.054715	0.047389	-1.155	0.2483
ACAD	1	-0.043433	0.014448	-3.006	0.0027
SRVOC	1	0.029749	0.017110	1.739	0.0821
SRACAD	1	0.008467472	0.027528	0.308	0.7584
CONTR	1	0.095661	0.023543	4.063	0.0001
LIMCONTR	1	0.115488	0.022771	5.072	0.0001
CONEXPTR	1	0.063560	0.031413	2.023	0.0431
INDVOC	1	0.094586	0.086928	1.088	0.2766
HISPM	1	-0.014369	0.016701	-0.860	0.3896
NATM	1	-0.144176	0.032446	-4.444	0.0001
BLM	1	-0.098505	0.017530	-5.619	0.0001
OM	1	-0.055561	0.026717	-2.080	0.0376
HISPF	1	-0.057932	0.017005	-3.407	0.0007
NATF	1	-0.181108	0.036583	-4.951	0.0001
BLF	1	-0.125984	0.016348	-7.707	0.0001
WHF	1	-0.013957	0.010276	-1.358	0.1745
OF	1	-0.053291	0.026239	-2.031	0.0423
HCAP	1	-0.00933087	0.012171	-0.767	0.4433
MDHCAP	1	-0.089779	0.159714	-0.562	0.5741
ENG2LANG	1	-0.035792	0.022163	-1.615	0.1064
MDEN2LAN	1	0.046979	0.028928	1.624	0.1044
SES	1	-0.000767597	0.006200859	-0.124	0.9015
MDSES	1	-0.017336	0.061420	-0.282	0.7778
EAST	1	-0.00727978	0.011979	-0.608	0.5434
SOUTH	1	-0.00731482	0.010696	-0.684	0.4941
WEST	1	-0.011138	0.012751	-0.874	0.3824
TEST	1	0.0009399029	0.0006190106	1.518	0.1290
MDTEST	1	0.013461	0.034525	0.390	0.6966
ENROLL	1	-0.036641	0.011944	-3.068	0.0022
POST0	1	-0.050138	0.013498	-3.714	0.0002
POST1	1	-0.103158	0.015358	-6.717	0.0001
POST2	1	-0.123595	0.028617	-4.319	0.0001
INDETER	1	-0.047435	0.013682	-3.467	0.0005
MDPOST	1	-0.094220	0.027891	-3.378	0.0007
WORKCOMP	1	0.010877	0.005817709	1.870	0.0616
MDWKCOMP	1	0.122357	0.064453	1.898	0.0577
EIGHT	1	-0.00719721	0.009390675	-0.766	0.4435
MDEIGHT	1	-0.016523	0.013045	-1.267	0.2053
GPA10	1	0.020449	0.006473532	3.159	0.0016
MDGPA10	1	-0.026034	0.016272	-1.600	0.1097
WORKINHS	1	0.149441	0.010256	14.571	0.0001
MDHSWORK	1	-0.368991	0.056179	-6.568	0.0001
SPOUSE	1	0.003409188	0.014505	0.235	0.8142
KID	1	-0.120484	0.016753	-7.192	0.0001
URBRURAL	1	-0.038133	0.008081468	-4.719	0.0001
SELFEST	1	-0.00264574	0.005576569	-0.474	0.6352
MDSLFEST	1	-0.016226	0.150295	-0.108	0.9140
LOCOFCON	1	0.011403	0.006798944	1.677	0.0936
MDLOCCON	1	0.048258	0.139342	0.346	0.7291
ABSENT	1	-0.000911501	0.003186115	-0.286	0.7748
MDABSENT	1	0.218321	0.145645	1.499	0.1339
DISCIPPR	1	-0.047001	0.012208	-3.850	0.0001
MDDISPRB	1	-0.040672	0.050190	-0.810	0.4178
LAWTRBLE	1	-0.019243	0.020939	-0.919	0.3581
MDLAWTRL	1	-0.054206	0.046276	-1.171	0.2415

TABLE C.14

NLS, PERCENT OF TIME IN THE LABOR FORCE

DEP VARIABLE: PCTILF

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	39	97.502158	2.500055	34.170	0.0001
ERROR	6914	505.865	0.073165		
C TOTAL	6953	603.367			
ROOT MSE		0.270491	R-SQUARE	0.1616	
DEP MEAN		0.745357	ADJ R-SQ	0.1569	
C.V.		36.29013			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > |T|
INTERCEP	1	0.758216	0.033220	22.824	0.0001
SES	1	-0.000379893	0.0004616317	-0.823	0.4106
NEAST	1	0.008915636	0.010130	0.880	0.3788
SOUTH	1	-0.00284671	0.008715557	-0.327	0.7440
WEST	1	-0.00286284	0.010396	-0.275	0.7830
RURAL	1	-0.00611795	0.010383	-0.589	0.5557
AFQT	1	0.0008865795	0.0002513051	3.528	0.0004
CONC	1	0.035804	0.012456	2.874	0.0041
LIMCON	1	0.022734	0.010338	2.199	0.0279
CONEXP	1	0.013817	0.012768	1.082	0.2792
ACAD	1	-0.037111	0.011484	-3.232	0.0012
SRVOC	1	0.001441314	0.016918	0.085	0.9321
SRACAD	1	0.017144	0.013390	1.280	0.2005
ENG	1	-0.068453	0.015441	-4.433	0.0001
MDTRANS	1	-0.067458	0.051055	-1.321	0.1865
MDRURAL	1	-0.307785	0.014846	-20.732	0.0001
MDAFQT	1	-0.098835	0.016422	-6.019	0.0001
HISM	1	0.004941268	0.015800	0.313	0.7545
BLM	1	-0.047557	0.013367	-3.558	0.0004
NATM	1	-0.025739	0.027359	-0.941	0.3468
OM	1	-0.00468739	0.016114	-0.291	0.7711
HISF	1	-0.060580	0.014895	-4.067	0.0001
BLF	1	-0.113129	0.012651	-8.943	0.0001
NATF	1	-0.104434	0.022663	-4.608	0.0001
WHF	1	-0.057185	0.009440631	-6.057	0.0001
OTHF	1	-0.00566296	0.015887	-0.356	0.7215
SESTEEM	1	0.001307461	0.0008856179	1.476	0.1399
MDESTEEM	1	-0.123989	0.018268	-6.787	0.0001
NEPOST2	1	-0.023618	0.013775	-1.715	0.0865
NEPOST3	1	-0.150295	0.023666	-6.351	0.0001
NEPOST4M	1	-0.166089	0.013198	-12.585	0.0001
GPA10	1	0.002404707	0.005470505	0.440	0.6603
MDGPA10	1	-0.043478	0.010336	-4.207	0.0001
NEPOST0	1	-0.00969357	0.012639	-0.767	0.4431
NEPOST1	1	-0.018947	0.012455	-1.521	0.1282
POST0	1	0.030736	0.019851	1.548	0.1216
POST1	1	-0.044278	0.013850	-3.197	0.0014
POST2	1	-0.125082	0.015072	-8.299	0.0001
POST3	1	-0.158787	0.017061	-9.307	0.0001
POSTGTE4	1	-0.264782	0.021949	-12.063	0.0001

TABLE C.14

HS&B, PERCENT OF WEEKS WORKED

DEP VARIABLE: PCTWKED

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	58	17.396153	0.299934	6.839	0.0001
ERROR	5356	234.901	0.043857		
C TOTAL	5414	252.297			
ROOT MSE		0.209422	R-SQUARE	0.0690	
DEP MEAN		0.923105	ADJ R-SQ	0.0589	
C.V.		22.68666			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > |T|
INTERCEP	1	0.842761	0.026179	32.192	0.0001
CONC	1	0.005612162	0.010601	0.529	0.5965
LIMCON	1	-0.011102	0.008866439	-1.252	0.2106
CONEXP	1	-0.010855	0.010622	-1.022	0.3069
MDTRANS	1	0.056440	0.036886	1.530	0.1260
ACAD	1	-0.00615464	0.010854	-0.567	0.5707
SRVOC	1	0.0008361444	0.012849	0.065	0.9481
SRACAD	1	-0.019897	0.020304	-0.980	0.3272
CONTR	1	0.032873	0.016735	1.964	0.0495
LIMCONTR	1	0.027371	0.016136	1.696	0.0899
CONEXPTR	1	0.019363	0.022579	0.858	0.3912
INDVOC	1	-0.082271	0.063671	-1.292	0.1964
HISPM	1	0.010042	0.012459	0.806	0.4203
NATM	1	-0.022345	0.025099	-0.890	0.3734
BLM	1	-0.023768	0.013225	-1.797	0.0724
OM	1	0.008203135	0.020657	0.397	0.6913
HISPF	1	-0.025008	0.012671	-1.974	0.0485
NATF	1	-0.0045986	0.030216	-0.152	0.8790
BLF	1	-0.046093	0.012602	-3.658	0.0003
WHF	1	-0.000652467	0.007541663	-0.087	0.9311
OF	1	-0.00446872	0.019955	-0.224	0.8228
HCAP	1	0.006151209	0.009133184	0.674	0.5007
MDHCAP	1	-0.021637	0.113832	-0.190	0.8493
ENG2LANG	1	-0.00773988	0.017009	-0.455	0.6491
MDEN2LAN	1	-0.036631	0.021313	-1.719	0.0857
SES	1	-0.000736732	0.004676786	-0.158	0.8748
MDSES	1	-0.054149	0.048353	-1.120	0.2628
EAST	1	0.004482416	0.008963631	0.500	0.6170
SOUTH	1	0.007052882	0.008009194	0.881	0.3786
WEST	1	-0.00312761	0.009487512	-0.330	0.7417
TEST	1	0.001024891	0.0004623277	2.217	0.0267
MDTEST	1	-0.015115	0.025656	-0.589	0.5558
ENROLL	1	0.004878176	0.008846704	0.551	0.5814
POST0	1	-0.024259	0.009950175	-2.438	0.0148
POST1	1	-0.051857	0.011356	-4.566	0.0001
POST2	1	-0.050040	0.021431	-2.335	0.0196
INDETER	1	-0.015096	0.010116	-1.492	0.1357
MDPOST	1	-0.025892	0.021054	-1.230	0.2188
WORKCOMP	1	0.0008262529	0.004357617	0.190	0.8496
MDWKCOMP	1	0.088775	0.049530	1.792	0.0731
EIGHT	1	0.003218095	0.006986163	0.461	0.6451
MDEIGHT	1	0.011517	0.009814988	1.173	0.2407
GPA10	1	0.011548	0.004854373	2.379	0.0174
MDGPA10	1	-0.028231	0.012388	-2.279	0.0227
WORKINHS	1	0.034397	0.00797805	4.312	0.0001
MDHSWORK	1	-0.928481	0.070634	-13.145	0.0001
SPOUSE	1	-0.019127	0.010835	-1.765	0.0776
KID	1	-0.069336	0.013083	-5.300	0.0001
URBRURAL	1	-0.000653107	0.006033259	-0.108	0.9138
SELFEST	1	-0.010977	0.004162177	-2.637	0.0084
MDSLFEST	1	-0.043122	0.107305	-0.402	0.6878
LOCOFCON	1	-0.000953925	0.005079073	-0.188	0.8510
MDLOCCON	1	0.115376	0.098179	1.175	0.2400
ABSENT	1	0.002767927	0.002380061	1.163	0.2449
MDABSENT	1	0.011492	0.102887	0.112	0.9111
DISCIPPR	1	-0.011241	0.009171786	-1.226	0.2204
MDDISPRB	1	-0.046985	0.038101	-1.233	0.2176
LAWTRBLE	1	-0.023328	0.015524	-1.503	0.1330
MDLAWTRL	1	-0.102307	0.035641	-2.870	0.0041

TABLE C.14

NLS, PERCENT OF WEEKS WORKED

DEP VARIABLE: PCTWKED

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	39	42.958926	1.101511	24.955	0.0001
ERROR	6770	298.827	0.044140		
C TOTAL	6809	341.786			
ROOT MSE		0.210095	R-SQUARE	0.1257	
DEP MEAN		0.851239	ADJ R-SQ	0.1207	
C.V.		24.68107			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > !T!
INTERCEP	1	0.633424	0.026036	24.329	0.0001
SES	1	0.001522463	0.0003620123	4.206	0.0001
NEAST	1	0.016536	0.007951086	2.080	0.0376
SOUTH	1	0.038730	0.006846282	5.657	0.0001
WEST	1	0.022454	0.008131894	2.761	0.0058
RURAL	1	-0.020182	0.008141646	-2.479	0.0132
AFQT	1	0.001407516	0.0001975906	7.123	0.0001
CONC	1	0.040781	0.009759926	4.178	0.0001
LIMCON	1	0.015646	0.008107497	1.930	0.0537
CONEXP	1	0.034284	0.010009	3.425	0.0006
ACAD	1	-0.00683439	0.008992302	-0.760	0.4473
SRVOC	1	0.025079	0.013419	1.869	0.0617
SRACAD	1	0.015864	0.010538	1.505	0.1323
ENG	1	-0.00947116	0.012199	-0.776	0.4376
MDTRANS	1	0.034893	0.040349	0.865	0.3872
MDRURAL	1	-0.020296	0.012131	-1.673	0.0944
MDAFQT	1	0.016844	0.013047	1.291	0.1967
HISM	1	-0.00831094	0.012416	-0.669	0.5033
BLM	1	-0.098918	0.010531	-9.393	0.0001
NATM	1	-0.018415	0.021636	-0.851	0.3947
OM	1	-0.00317403	0.012624	-0.251	0.8015
HISF	1	0.011403	0.011674	0.977	0.3287
BLF	1	-0.140526	0.009948369	-14.126	0.0001
NATF	1	-0.059141	0.017811	-3.320	0.0009
WHF	1	-0.011081	0.007392736	-1.499	0.1339
OTHF	1	0.021660	0.012427	1.743	0.0814
SESTEEM	1	0.002634555	0.0006939424	3.797	0.0001
MDESTEEM	1	0.011301	0.014657	0.771	0.4407
NEPOST2	1	0.026361	0.010756	2.451	0.0143
NEPOST3	1	0.039798	0.018577	2.142	0.0322
NEPOST4M	1	0.015951	0.010312	1.547	0.1219
GPA10	1	0.012154	0.004301163	2.826	0.0047
MDGPA10	1	-0.00817206	0.008125976	-1.006	0.3146
NEPOST0	1	-0.00683196	0.009933859	-0.688	0.4916
NEPOST1	1	0.010614	0.009756029	1.088	0.2767
POST0	1	0.002771642	0.015582	0.178	0.8588
POST1	1	-0.00426864	0.010911	-0.391	0.6956
POST2	1	-0.00588175	0.011827	-0.497	0.6190
POST3	1	0.021987	0.013306	1.652	0.0985
POSTGTE4	1	-0.00546435	0.017245	-0.317	0.7514

TABLE C.15

HS&B, SPECIFICATION 1, HOURLY EARNINGS

DEP VARIABLE: LNHRPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	73	75.598527	1.035596	8.913	0.0001
ERROR	4227	491.149	0.116193		
C TOTAL	4300	566.748			

ROOT MSE	0.340872	R-SQUARE	0.1334
DEP MEAN	1.473047	ADJ R-SQ	0.1184
C.V.	23.14058		

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > |T|
INTERCEP	1	1.382400	0.050004	27.646	0.0001
CONC	1	-0.004 32252	0.018874	-0.229	0.8189
LIFCON	1	-0.017008	0.016461	-1.033	0.3016
CONEXP	1	-0.001 38497	0.019192	-0.072	0.9425
PDTRANS	1	-0.039642	0.069333	-0.572	0.5675
ACAD	1	-0.007 40197	0.022213	-0.337	0.7359
SRVOC	1	0.052030	0.023312	2.232	0.0257
SRACAD	1	0.014159	0.040228	0.352	0.7252
CONTP	1	0.109858	0.027763	3.957	0.0001
LIFCONTP	1	0.120008	0.027162	4.418	0.0001
CONEXPTP	1	0.105508	0.036774	2.869	0.0041
HISPP	1	0.030546	0.020998	1.455	0.1458
NATP	1	-0.063544	0.043681	-1.455	0.1458
BLP	1	-0.006 15391	0.023852	-0.258	0.7968
CM	1	-0.015232	0.041513	-0.367	0.7137
HISPF	1	-0.054034	0.025400	-2.127	0.0334
NATF	1	-0.028072	0.055424	-1.517	0.1294
BLF	1	-0.062916	0.027070	-2.324	0.0202
WHF	1	-0.091145	0.015600	-5.843	0.0001
CF	1	-0.019917	0.045237	-0.440	0.6598
HCAP	1	-0.036204	0.016698	-2.168	0.0302
PCPCAP	1	-0.232065	0.206231	-1.125	0.2605
ENGLANG	1	0.015266	0.031450	0.485	0.6274
PDENGLAN	1	-0.002 07696	0.041744	-0.050	0.9603
TSES	1	0.034705	0.008736865	3.972	0.0001
PDTSES	1	-0.176525	0.086529	-2.040	0.0414
EAST	1	0.015449	0.016503	0.936	0.3493
SOUTH	1	0.009 27434	0.014564	0.362	0.7171
WEST	1	0.050044	0.017217	2.907	0.0037
LMEXP	1	0.001 39833	0.000 21677	6.441	0.0001
PDLMEXP	1	-0.075501	0.052184	-1.447	0.1480
TENURE	1	-0.000 56221	0.000 26026	-0.319	0.7501
PDTENURE	1	-0.006 65268	0.063462	-0.105	0.9164
TTEST	1	0.000 09529E	0.000 19831	0.612	0.5403
PDTTEST	1	0.050290	0.045738	1.296	0.1949
ENROLL	1	-0.028318	0.016670	-1.699	0.0894
POSTO	1	0.022250	0.016969	1.488	0.1368
POST1	1	0.043790	0.021059	2.079	0.0376
POST2	1	0.000 46443	0.046950	0.180	0.8571
INDFTER	1	0.034575	0.017407	1.986	0.0471
PDFDST	1	0.046450	0.040179	1.156	0.2477
TWOPP	1	0.009 30102	0.009 27862E	1.019	0.3084
PDTWOPNF	1	0.12C452	0.0E6082	1.399	0.1618
TENJOY_	1	0.015158	0.011670	1.299	0.1940
PDTENJOY_	1	-0.023122	0.050761	-0.455	0.6488
TLUCK_	1	0.030157	0.018845	2.078	0.0378
PDTLUCK_	1	0.053984	0.087719	0.615	0.5383
TIPP_	1	0.000 87468	0.019224	0.468	0.6402
PDTIPP_	1	0.067075	0.047768	1.404	0.1603
TPLAN_	1	0.015888	0.011631	1.366	0.1720
PDTPLAN_	1	-0.055597	0.035947	-1.547	0.1220
TEIGHT	1	0.002 93969	0.012588	0.206	0.8365
PDTEIGHT	1	0.040241	0.024912	1.615	0.1063
GPA10	1	0.003 55901	0.008 79895	0.404	0.6859
PDGPA10	1	0.026973	0.023262	1.160	0.2463
WORKINHS	1	0.017173	0.016601	1.034	0.3010
SPCUSE	1	0.045244	0.017745	2.775	0.0055
KID	1	-0.000 56263	0.022213	-0.025	0.9798
TURN2	1	-0.016661	0.011075	-1.504	0.1327
PRCFTFCH	1	-0.016152	0.031527	-0.512	0.6085
PGP	1	0.056364	0.035866	1.739	0.0821
SALES	1	-0.115212	0.025787	-4.468	0.0001
CLERK	1	-0.042003	0.021942	-1.914	0.0557
CRAFT	1	-0.075633	0.021777	-3.657	0.0003
OPERATE	1	0.006 53451	0.022174	0.295	0.7681
FARM	1	0.459333	0.198329	2.316	0.0206
FARMLAB	1	-0.289791	0.041385	-7.006	0.0001
SERVICE	1	-0.132472	0.020842	-6.356	0.0001
PHYSERV	1	-0.822443	0.074268	-11.074	0.0001
PROTCUP	1	-0.078513	0.072284	-1.086	0.2775
SELFEST	1	-0.010581	0.006 55766	-1.382	0.1670
PDSLFEST	1	-0.048880	0.150460	-0.325	0.7453
LOCFCON	1	0.001 88706	0.010326	0.182	0.8552
POLOCCON	1	-0.065419	0.147382	-0.444	0.6572

BEST COPY AVAILABLE

TABLE C.15

HS&B, SPECIFICATION 1, MONTHLY EARNINGS

DEP VARIABLE: LNMTHPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	73	113.762	1.558304	11.583	0.0001
ERROR	4227	568.711	0.134543		
C TOTAL	4300	682.473			

ROOT MSE	0.366800	R-SQUARE	0.1667
DEP MEAN	6.635145	ADJ R-SQ	0.1523
C.V.	5.528144		

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR HO: PARAMETER=0	PROB > |T|
INTERCEP	1	6.562526	0.053807	121.982	0.0001
CONC	1	-0.009532	0.020309	-0.461	0.6452
LIFCON	1	-0.006619008	0.017713	-0.374	0.7087
CONEXP	1	-0.004738	0.020682	-0.236	0.8134
MOTRANS	1	-0.028947	0.074607	-0.388	0.6980
ACAD	1	-0.019068	0.023903	-0.798	0.4252
SAVOC	1	0.044069	0.025068	1.757	0.0790
SPACAD	1	0.024936	0.043268	0.576	0.5646
CONTR	1	0.096169	0.029875	3.219	0.0013
LIFCONTP	1	0.112603	0.029228	3.853	0.0001
CONEXPTP	1	0.069556	0.029571	2.364	0.0181
MISPM	1	0.011629	0.022552	0.515	0.6068
MATP	1	-0.072723	0.047004	-1.547	0.1219
PLP	1	-0.009186679	0.025710	-0.357	0.7209
DM	1	-0.042161	0.044671	-0.944	0.3453
MISPF	1	-0.084323	0.027332	-3.085	0.0020
MATF	1	-0.109723	0.056956	-1.940	0.0659
PLF	1	-0.100545	0.029129	-3.452	0.0006
WHF	1	-0.125438	0.016766	-7.473	0.0001
CF	1	-0.036272	0.048678	-0.725	0.4687
HCAP	1	-0.029343	0.017969	-1.633	0.1025
MOMCAP	1	-0.407606	0.221918	-1.837	0.0663
ENG2LANG	1	0.022760	0.033843	0.673	0.5013
MDEN2LAN	1	-0.010363	0.044919	-0.231	0.8176
TSES	1	0.042750	0.009401446	4.547	0.0001
MDTSES	1	-0.122440	0.093111	-1.315	0.1886
EAST	1	0.023676	0.017769	1.333	0.1825
SOUTH	1	0.009930126	0.015672	0.634	0.5264
WEST	1	0.043801	0.018526	2.364	0.0181
LMEXP	1	0.001312858	0.000232864	5.654	0.0001
MDLMEXP	1	-0.096179	0.056154	-1.766	0.0774
TENURE	1	-0.000047631	0.000221697	-0.215	0.8301
MDTENURE	1	0.014345	0.068225	0.210	0.8335
TTEST	1	0.000679143	0.000895269	0.759	0.4481
MDTTEST	1	0.084852	0.049217	1.724	0.0848
ENFELL	1	-0.080343	0.017938	-4.479	0.0001
POST0	1	0.002602438	0.018259	0.143	0.8867
POST1	1	0.030056	0.022660	1.326	0.1848
POST2	1	-0.007072	0.045564	-0.152	0.8789
INCETER	1	0.015418	0.018721	0.823	0.4105
MDEDST	1	0.011870	0.043256	0.275	0.7837
TWOEMP	1	0.009476?	0.006693118	1.090	0.2757
MDTWOEMP	1	0.150122	0.092629	1.621	0.1052
TENJOY	1	0.013089	0.012557	1.042	0.2973
MDTENJOY	1	-0.032451	0.054623	-0.594	0.5525
TLUCK	1	0.034639	0.020278	1.708	0.0877
MDTLUCK	1	0.034416	0.094392	0.365	0.7154
TIMP	1	0.001314288	0.000206?7	0.064	0.9493
MDTIMP	1	0.055678	0.051402	1.083	0.2788
TPLAN	1	0.012723	0.012518	1.017	0.3094
MDTPLAN	1	-0.043160	0.038681	-1.116	0.2646
TEIGHT	1	0.000015647688	0.013524	0.063	0.9495
MDTEIGHT	1	0.031943	0.026807	1.192	0.2335
GPA10	1	0.009492081	0.009468263	1.003	0.3162
MDGPA10	1	0.020263	0.025032	0.809	0.4183
WORKTHHS	1	0.032422	0.017864	1.871	0.0614
SPCUSE	1	0.045802	0.019095	2.399	0.0165
KID	1	0.000496231	0.023902	0.021	0.9834
TURP2	1	-0.016549	0.011922	-1.388	0.1652
PCCFTECH	1	-0.009239219	0.023925	-0.247	0.8046
GP	1	0.117560	0.026112	3.255	0.0011
SALES	1	-0.162630	0.027749	-5.861	0.0001
CLERK	1	-0.073676	0.023612	-3.120	0.0018
CRAFT	1	0.006086436	0.023424	0.260	0.7951
OPERATE	1	0.022198	0.023866	0.930	0.3523
FARM	1	0.656152	0.213418	3.089	0.0020
FARMLAB	1	-0.156663	0.044512	-3.526	0.0004
SERVICE	1	-0.176199	0.022428	-7.856	0.0001
PHHSERV	1	-0.777512	0.079914	-9.729	0.0001
MDCCCUP	1	-0.136327	0.077782	-1.778	0.0754
SELFEST	1	-0.015995	0.008228116	-1.942	0.0523
MDSLFEST	1	-0.136877	0.161926	-0.864	0.3877
LOCCCDN	1	0.001425596	0.011122	0.128	0.8980
PCLCCCDN	1	-0.030893	0.158592	-0.195	0.8456

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TABLE C.15

HS&B, SPECIFICATION 2, HOURLY EARNINGS

DEP VARIABLE: LNHRPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	70	75.735067	1.081930	9.321	0.0001
ERROR	4230	491.013	0.116079		
C TOTAL	4300	566.748			
ROOT MSE		0.340783	R-SQUARE	0.1336	
DEP MEAN		1.473247	ADJ R-SQ	0.1193	
C.V.		23.12916			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > |T|
INTERCEP	1	1.378362	0.050219	27.447	0.0001
CONC	1	-0.005:9715	0.018848	-0.281	0.7787
LIMCON	1	-0.017290	0.016443	-1.052	0.2931
CONEXP	1	-0.00234763	0.019177	-0.122	0.9026
MDTRANS	1	-0.045500	0.068953	-0.660	0.5094
ACAD	1	-0.0/742545	0.022193	-0.335	0.7380
SRVOC	1	0.051429	0.023282	2.209	0.0272
SRACAD	1	0.014399	0.040207	0.358	0.7203
CONTR	1	0.111803	0.027700	4.036	0.0001
LIMCONTR	1	0.119760	0.027173	4.407	0.0001
CONEXPTR	1	0.106596	0.036728	2.903	0.0037
HISPM	1	0.026960	0.020868	1.292	0.1965
NATM	1	-0.062731	0.043587	-1.439	0.1502
BLM	1	-0.00126713	0.023796	-0.053	0.9575
OM	1	-0.017390	0.041646	-0.418	0.6763
HISPF	1	-0.035991	0.025270	-2.216	0.0268
NATF	1	-0.089078	0.055317	-1.610	0.1074
BLF	1	-0.061203	0.026994	-2.267	0.0234
WHF	1	-0.091790	0.015610	-5.880	0.0001
OF	1	-0.029531	0.045087	-0.655	0.5125
HCAP	1	-0.035533	0.016645	-2.135	0.0328
ENG2LANG	1	0.014383	0.031514	0.456	0.6481
MDEN2LAN	1	0.006523726	0.041695	0.156	0.8757
SES	1	0.035063	0.000720734	4.821	0.0001
MDSES	1	-0.188657	0.084497	-2.233	0.0256
EAST	1	0.015075	0.016466	0.915	0.3600
SOUTH	1	0.006926689	0.014536	0.477	0.6337
WEST	1	0.044783	0.017282	2.591	0.0096
LMEXP	1	0.001393355	0.0002160993	6.448	0.0001
MDLMEXP	1	-0.077629	0.052130	-1.489	0.1365
TENURE	1	-.0000751949	0.000206088	-0.365	0.7152
MDTENURE	1	-0.00972808	0.063282	-0.154	0.8778
TEST	1	0.0002348647	0.0008264695	0.284	0.7763
MDTEST	1	0.055115	0.045589	1.209	0.2267
ENROLL	1	-0.027910	0.016659	-1.675	0.0939
POST0	1	0.024237	0.016956	1.429	0.1530
POST1	1	0.044768	0.021054	2.126	0.0335
POST2	1	0.012082	0.046942	0.257	0.7969
INDETER	1	0.034755	0.017388	1.999	0.0457
WORKCOMP	1	0.010127	0.000888004	1.252	0.2106
MDWKCOMP	1	0.105749	0.085551	1.236	0.2165
EIGHT	1	0.0006322794	0.012506	0.051	0.9597
MDEIGHT	1	0.024022	0.017388	1.382	0.1672
GPA10	1	0.007536581	0.008889674	0.848	0.3966
MDGPA10	1	0.027820	0.023258	1.196	0.2317
WORKINHS	1	0.018754	0.016542	1.134	0.2570
SPOUSE	1	0.047598	0.017724	2.686	0.0073
KID	1	-0.00602884	0.022218	-0.271	0.7861
URBRURAL	1	-0.014539	0.011075	-1.313	0.1893
PROFTECH	1	-0.018518	0.031509	-0.587	0.5569
MGR	1	0.055940	0.033536	1.668	0.0954
SALES	1	-0.114264	0.025785	-4.431	0.0001
CLERK	1	-0.041511	0.021926	-1.893	0.0584
CRAFT	1	-0.082489	0.021725	-3.797	0.0001
OPERATE	1	0.006840755	0.022165	0.309	0.7576
FARM	1	0.454521	0.198229	2.293	0.0219
FARMLAB	1	-0.284280	0.041214	-6.898	0.0001
SERVICE	1	-0.132837	0.020828	-6.378	0.0001
PHHSERV	1	-0.814494	0.074210	-10.976	0.0001
MDOCCUP	1	-0.079253	0.072307	-1.096	0.2731
SELFEST	1	-0.012087	0.007597707	-1.591	0.1117
MDSLFEST	1	-0.034487	0.151860	-0.227	0.8204
LOCOFCON	1	-0.00892601	0.009209271	-0.969	0.3325
MDLOCCON	1	0.009976712	0.131397	0.076	0.9395
ABSENT	1	0.013243	0.004207273	3.148	0.0017
MDABSENT	1	-0.172207	0.183726	-0.937	0.3487
DISCIPPR	1	-0.00855699	0.015569	-0.550	0.5826
MDDISPRB	1	-0.031812	0.072117	-0.441	0.6592
LAWTRBLE	1	0.036769	0.025470	1.444	0.1489
MDLAWTRL	1	-0.060382	0.063081	-0.957	0.3385

TABLE C.15

HS&B, SPECIFICATION 2, MONTHLY EARNINGS

DEP VARIABLE: LNMTHPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	70	114.793	1.639985	12.220	0.0001
ERROR	4230	567.680	0.134203		
C TOTAL	4300	682.473			
ROOT MSE		0.366338	R-SQUARE	0.1682	
DEP MEAN		6.635145	ADJ R-SQ	0.1544	
C.V.		5.521171			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > |T|
INTERCEP	1	6.546698	0.053997	121.241	0.0001
CONC	1	-0.010348	0.020266	-0.511	0.6097
LIMCON	1	-0.0070711	0.017680	-0.400	0.6892
CONEXP	1	-0.00565531	0.020619	-0.274	0.7839
MDTRANS	1	-0.037684	0.074141	-0.507	0.6120
ACAD	1	-0.018939	0.023862	-0.794	0.4274
SRVOC	1	0.043610	0.025034	1.742	0.0816
SRACAD	1	0.026585	0.043233	0.615	0.5386
CONTR	1	0.097282	0.029784	3.266	0.0011
LIMCONTR	1	0.110237	0.029218	3.773	0.0002
CONEXPTR	1	0.094247	0.039482	2.387	0.0170
HISPM	1	0.008475965	0.022438	0.378	0.7056
NATM	1	-0.073139	0.046866	-1.561	0.1187
BLM	1	-0.00517663	0.025586	-0.202	0.8397
OM	1	-0.044184	0.044779	-0.987	0.3238
HISPF	1	-0.084448	0.027171	-3.108	0.0019
NATF	1	-0.114057	0.059479	-1.918	0.0552
BLF	1	-0.097648	0.029025	-3.364	0.0008
WHF	1	-0.124274	0.016784	-7.404	0.0001
OF	1	-0.044723	0.048479	-0.923	0.3563
HCAP	1	-0.030594	0.017898	-1.709	0.0874
ENG2LANG	1	0.021805	0.033886	0.644	0.5199
MDEN2LAN	1	-0.00159575	0.044832	-0.036	0.9716
SES	1	0.042751	0.009376879	4.559	0.0001
MDSES	1	-0.136854	0.090855	-1.506	0.1321
EAST	1	0.023407	0.017705	1.322	0.1862
SOUTH	1	0.011214	0.015630	0.717	0.4732
WEST	1	0.038373	0.018582	2.065	0.0390
LMEXP	1	0.001319391	0.0002323585	5.678	0.0001
MDLMEXP	1	-0.099766	0.056052	-1.780	0.0752
TENURE	1	-.0000544116	0.000221594	-0.246	0.8060
MDTENURE	1	0.009562014	0.068043	0.141	0.8882
TEST	1	0.0004322978	0.0008886528	0.486	0.6267
MDTEST	1	0.080891	0.049028	1.650	0.0990
ENROLL	1	-0.079624	0.017912	-4.445	0.0001
POST0	1	0.002103084	0.018232	0.115	0.9082
POST1	1	0.032423	0.022638	1.432	0.1521
POST2	1	-0.00472846	0.050474	-0.094	0.9254
INDETER	1	0.016882	0.018696	0.899	0.3689
MDPOST	1	0.012410	0.043064	0.288	0.7732
WORKCOMP	1	0.012038	0.008696543	1.384	0.1664
MDWKCOMP	1	0.117957	0.091987	1.282	0.1998
EIGHT	1	-0.000645185	0.013447	-0.048	0.9617
MDEIGHT	1	0.019512	0.018696	1.044	0.2967
GPA10	1	0.015073	0.00955853	1.577	0.1149
MDGPA10	1	0.019641	0.025008	0.785	0.4323
WORKINHS	1	0.033536	0.017786	1.885	0.0594
SPOUSE	1	0.044267	0.019057	2.323	0.0202
KID	1	-0.00511468	0.023890	-0.214	0.8305
URBRURAL	1	-0.014975	0.011908	-1.258	0.2086
PROFTECH	1	-0.010171	0.033880	-0.300	0.7640
MGR	1	0.116159	0.036059	3.221	0.0013
SALES	1	-0.161490	0.027725	-5.825	0.0001
CLERK	1	-0.071980	0.023576	-3.053	0.0023
CRAFT	1	0.004182646	0.023360	0.179	0.8579
OPERATE	1	0.021985	0.023833	0.922	0.3563
FARM	1	0.657169	0.213144	3.083	0.0021
FARMLAB	1	-0.153741	0.044315	-3.469	0.0005
SERVICE	1	-0.176191	0.022395	-7.867	0.0001
PHHSERV	1	-0.768374	0.079794	-9.630	0.0001
MDOCCUP	1	-0.141825	0.077747	-1.824	0.0682
SELFEST	1	-0.017800	0.008169357	-2.179	0.0294
MDSLFEST	1	-0.134511	0.163286	-0.824	0.4101
LOCOFCON	1	-0.00763949	0.009902174	-0.771	0.4405
MDLOCCON	1	0.003461683	0.141284	0.025	0.9805
ABSENT	1	0.013300	0.004523827	2.940	0.0033
MDABSENT	1	-0.345718	0.197549	-1.750	0.0802
DISCIPPR	1	-0.00355852	0.016748	-0.213	0.8317
MDDISPRB	1	0.046156	0.077544	0.595	0.5517
LAWTRBLE	1	0.059918	0.027386	2.188	0.0287
MDLAWTRL	1	-0.041281	0.067827	-0.609	0.5428

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TABLE C.15

NLS, HOURLY EARNINGS

DEP VARIABLE: LNHRPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	44	215.975	4.908533	35.456	0.0001
ERROR	4208	582.552	0.138439		
C TOTAL	4252	798.528			
ROOT MSE		0.372074	R-SQUARE	0.2705	
DEP MEAN		1.665198	ADJ R-SQ	0.2628	
C.V.		22.34415			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > |T|
INTERCEP	1	1.088078	0.069467	15.663	0.0001
SES	1	0.002512454	0.0008247441	3.046	0.0023
NEAST	1	0.075194	0.018181	4.136	0.0001
SOUTH	1	0.038447	0.015951	2.410	0.0160
WEST	1	0.109541	0.018585	5.894	0.0001
RURAL	1	-0.071987	0.017654	-4.078	0.0001
MDRURAL	1	-0.023905	0.053867	-0.444	0.6572
ENG	1	0.017732	0.028880	0.614	0.5392
HISM	1	0.022545	0.027002	0.835	0.4038
BLM	1	-0.00227545	0.024027	-0.095	0.9246
NATM	1	0.015229	0.044130	0.345	0.7300
OM	1	-0.016246	0.027291	-0.595	0.5517
HISF	1	-0.114299	0.025778	-4.434	0.0001
BLF	1	-0.128793	0.023473	-5.487	0.0001
NATF	1	-0.136419	0.038974	-3.500	0.0005
WHF	1	-0.185568	0.016376	-11.331	0.0001
OTHF	1	-0.179102	0.028677	-6.246	0.0001
AFQT	1	0.003124249	0.0004459542	7.006	0.0001
MDAFQT	1	0.044058	0.031868	1.383	0.1669
GPA10	1	-0.00507984	0.009714701	-0.523	0.6011
MDGPA10	1	-0.00713094	0.018142	-0.393	0.6943
CONTR	1	0.067099	0.030429	2.205	0.0275
CONC	1	-0.017269	0.025143	-0.687	0.4922
LIMCONTR	1	0.030945	0.029417	1.052	0.2929
LIMCON	1	-0.013501	0.020383	-0.662	0.5078
CONEXPTR	1	-0.019393	0.041508	-0.467	0.6404
CONEXP	1	0.002862867	0.025427	0.113	0.9104
ACAD	1	-0.00723529	0.020918	-0.346	0.7294
SRVOC	1	0.039204	0.029945	1.309	0.1905
SRACAD	1	0.038433	0.023924	1.606	0.1083
LMEXP	1	0.001232794	.00007138679	17.269	0.0001
TENURE	1	0.013776	0.001386853	9.938	0.0001
HOURS	1	-0.00456552	0.0008866352	-5.149	0.0001
SESTEEM	1	0.006329581	0.001557516	4.064	0.0001
MDESTEEM	1	0.033889	0.036617	0.926	0.3548
NEPOST0	1	0.037230	0.021715	1.715	0.0865
NEPOST1	1	0.029981	0.020934	1.432	0.1522
NEPOST2	1	0.055701	0.023611	2.359	0.0184
NEPOST3	1	0.092494	0.041889	2.208	0.0273
NEPOST4M	1	0.180858	0.021591	8.377	0.0001
POST0	1	-0.029923	0.029914	-1.000	0.3172
POST1	1	-0.044587	0.032533	-1.371	0.1706
POST2	1	-0.050294	0.035921	-1.400	0.1615
POST3	1	-0.037516	0.040924	-0.917	0.3593
POSTGTE4	1	0.204914	0.045586	4.495	0.0001

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TABLE C.15

NLS, MONTHLY EARNINGS

DEP VARIABLE: LNMTHPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	43	247.853	5.764034	38.480	0.0001
ERROR	4209	630.481	0.149794		
C TOTAL	4252	878.335			
ROOT MSE		0.387032	R-SQUARE	0.2822	
DEP MEAN		6.846201	ADJ R-SQ	0.2749	
C.V.		5.653235			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > |T|
INTERCEP	1	6.081460	0.061250	99.289	0.0001
SES	1	0.002747762	0.0008578071	3.203	0.0014
NEAST	1	0.059843	0.018895	3.167	0.0016
SOUTH	1	0.042140	0.016591	2.540	0.0111
WEST	1	0.109691	0.019332	5.674	0.0001
RURAL	1	-0.062197	0.018355	-3.389	0.0007
MDRURAL	1	-0.027001	0.056032	-0.482	0.6299
ENG	1	0.010728	0.030037	0.357	0.7210
HISM	1	0.015478	0.028083	0.551	0.5816
BLM	1	-0.024840	0.024964	-0.995	0.3198
NATM	1	0.028627	0.045898	0.624	0.5329
OM	1	-0.00988191	0.028384	-0.348	0.7277
HISF	1	-0.161229	0.026690	-6.041	0.0001
BLF	1	-0.180534	0.024254	-7.443	0.0001
NATF	1	-0.185617	0.040471	-4.586	0.0001
WHF	1	-0.230669	0.016861	-13.680	0.0001
OTHF	1	-0.217161	0.029759	-7.297	0.0001
AFQT	1	0.003081936	0.0004638701	6.644	0.0001
MDAFQT	1	0.044690	0.033149	1.348	0.1777
GPA10	1	-0.00828108	0.010104	-0.820	0.4125
MDGPA10	1	-0.00819558	0.018872	-0.434	0.6641
CONTR	1	0.073740	0.031651	2.330	0.0199
CONC	1	-0.023351	0.026152	-0.893	0.3720
LIMCONTR	1	0.019657	0.030592	0.643	0.5205
LIMCON	1	-0.017389	0.021202	-0.820	0.4122
CONEXPTR	1	-0.030484	0.043173	-0.706	0.4802
CONEXP	1	.00008819872	0.026448	0.003	0.9973
ACAD	1	-0.018045	0.021751	-0.830	0.4068
SRVOC	1	0.035245	0.031148	1.132	0.2579
SRACAD	1	0.029730	0.024882	1.195	0.2322
LMEXP	1	0.001289424	.00007419872	17.378	0.0001
TENURE	1	0.012787	0.001440645	8.876	0.0001
SESTEEM	1	0.007441854	0.001618812	4.597	0.0001
MDESTEEM	1	0.022412	0.038084	0.588	0.5562
NEPOST0	1	0.032736	0.022585	1.449	0.1473
NEPOST1	1	0.032504	0.021775	1.493	0.1356
NEPOST2	1	0.061151	0.024559	2.490	0.0128
NEPOST3	1	0.085786	0.043570	1.969	0.0490
NEPOST4M	1	0.195616	0.022447	8.715	0.0001
POST0	1	-0.047346	0.031104	-1.522	0.1280
POST1	1	-0.063214	0.033825	-1.869	0.0617
POST2	1	-0.060151	0.037361	-1.610	0.1075
POST3	1	-0.049861	0.042567	-1.171	0.2415
POSTGTE4	1	0.233239	0.047379	4.923	0.0001

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TABLE C.16

HS&B, SPECIFICATION 1, HOURLY EARNINGS

DEP VARIABLE: LNHRPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	71	94.482497	1.330739	10.256	0.0001
ERROR	6312	818.958	0.129746		
C TOTAL	6383	913.440			
ROOT MSE		0.360203	R-SQUARE	0.1034	
DEP MEAN		1.450499	ADJ R-SQ	0.0934	
C.V.		24.83304			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > |T|
INTERCEP	1	1.477336	0.043352	34.078	0.0001
CONC	1	0.008164065	0.016755	0.487	0.6261
LIMCON	1	0.002489551	0.014120	0.171	0.8645
CONEXP	1	-0.0043336	0.016498	-0.263	0.7928
MDTRANS	1	-0.019264	0.060227	-0.320	0.7491
ACAD	1	-0.012366	0.017453	-0.709	0.4786
SRVOC	1	0.035864	0.020411	1.757	0.0789
SRACAD	1	0.027704	0.032765	0.846	0.3978
CONTR	1	0.098567	0.026182	3.765	0.0002
LIMCONTR	1	0.084999	0.025195	3.374	0.0007
CONEXPTR	1	0.089773	0.034972	2.567	0.0103
HISPM	1	0.034455	0.019258	1.789	0.0736
NATM	1	-0.050165	0.042396	-1.183	0.2368
BLM	1	0.029293	0.021335	1.373	0.1698
OM	1	-0.011759	0.035247	-0.334	0.7387
HISPF	1	-0.044238	0.021477	-2.060	0.0395
NATF	1	-0.104479	0.046405	-2.251	0.0244
BLF	1	-0.023997	0.022218	-1.080	0.2801
WF	1	-0.084431	0.013210	-6.391	0.0001
OF	1	-0.00813938	0.033869	-0.240	0.8101
HCAP	1	-0.021192	0.014742	-1.438	0.1506
MDHCAP	1	-0.023219	0.155269	-0.150	0.8811
ENG2LANG	1	0.027413	0.027615	0.993	0.3209
MDEN2LAN	1	0.018659	0.036518	0.511	0.6094
SES	1	0.048866	0.007417601	6.588	0.0001
MDSES	1	-0.209476	0.078071	-2.683	0.0073
EAST	1	0.019998	0.014337	1.395	0.1631
SOUTH	1	0.011851	0.012768	0.928	0.3534
WEST	1	0.066795	0.015106	4.422	0.0001
LMEXP	1	0.001020554	0.0001912524	5.336	0.0001
MDLMEXP	1	-0.074041	0.042670	-1.735	0.0828
TENURE	1	0.0001682754	0.0001827353	0.921	0.3572
MDTENURE	1	0.016764	0.053220	0.315	0.7528
TEST	1	-0.000495732	0.0007319297	-0.677	0.4982
MDTEST	1	0.020232	0.039783	0.509	0.6111
ENROLL	1	-0.031794	0.014066	-2.260	0.0238
POST0	1	0.027308	0.015779	1.731	0.0836
POST1	1	0.018557	0.017960	1.033	0.3015
POST2	1	-0.020258	0.034661	-0.584	0.5589
INDETER	1	0.031696	0.015846	2.013	0.0442
MDPOST	1	0.046350	0.034478	1.344	0.1789
WORKCOMP	1	0.009632998	0.006986636	1.379	0.1680
MDWKCOMP	1	0.015170	0.079966	0.190	0.8495
ENJOY	1	0.018079	0.009865039	1.833	0.0669
MDENJOY	1	0.025806	0.043255	0.597	0.5508
IMPORT	1	0.017960	0.017631	1.019	0.3084
MDIMPORT	1	0.009366154	0.040536	0.231	0.8173
PLAN	1	0.012169	0.009647591	1.261	0.2072
MDPLAN	1	-0.136321	0.066682	-2.077	0.0379
EIGHT	1	0.004383241	0.011029	0.397	0.6911
MDEIGHT	1	0.037452	0.015644	2.394	0.0167
GPA10	1	-0.00970388	0.007663656	-1.266	0.2055
MDGPA10	1	0.010026	0.020289	0.494	0.6212
WORKINHS	1	0.017530	0.013854	1.265	0.2058
SPOUSE	1	0.047060	0.016694	2.819	0.0048
KID	1	0.001907218	0.020886	0.091	0.9272
URBRURAL	1	-0.036536	0.009599809	-3.806	0.0001
PROFTECH	1	-0.013946	0.026861	-0.519	0.6036
MGR	1	0.035343	0.031950	1.106	0.2687
SALES	1	-0.125372	0.021438	-5.848	0.0001
CLERK	1	-0.052401	0.019065	-2.749	0.0060
CRAFT	1	-0.067667	0.020718	-3.266	0.0011
OPERATE	1	0.010262	0.020703	0.496	0.6201
FARM	1	0.283561	0.181425	1.563	0.1181
FARMLAB	1	-0.239027	0.039650	-6.028	0.0001
SERVICE	1	-0.128621	0.018244	-7.050	0.0001
PHHSERV	1	-0.591458	0.057985	-10.200	0.0001
MDOCCUP	1	-0.117802	0.063969	-1.842	0.0656
SELFEST	1	-0.00948972	0.006597962	-1.438	0.1504
MDSLFEST	1	0.022209	0.144921	0.153	0.8782
LOCOFCON	1	-0.001621	0.008146964	-0.199	0.8423
MDLOCCON	1	0.006527005	0.130428	0.050	0.9601

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TABLE C.16

HS&B, SPECIFICATION 1, MONTHLY EARNINGS

DEP VARIABLE: LNMTHPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	71	583.287	8.215312	26.838	0.0001
ERROR	6312	1932.176	0.306111		
C TOTAL	6383	2515.463			
ROOT MSE		0.553273	R-SQUARE	0.2319	
DEP MEAN		6.331776	ADJ R-SQ	0.2232	
C.V.		8.738045			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > |T|
INTERCEP	1	6.679582	0.066589	100.311	0.0001
CONC	1	0.057981	0.025736	2.253	0.0243
LIMCON	1	0.001158849	0.021688	0.053	0.9574
CONEXP	1	0.023464	0.025341	0.926	0.3545
MDTRANS	1	0.010489	0.092510	0.113	0.9097
ACAD	1	-0.045160	0.026808	-1.685	0.0921
SRVOC	1	0.032232	0.031351	1.028	0.3039
SRACAD	1	0.018265	0.050328	0.363	0.7167
CONTR	1	0.096028	0.040215	2.438	0.0148
LIMCONTR	1	0.101231	0.038708	2.616	0.0089
CONEXPTR	1	0.107808	0.053718	2.007	0.0448
HISPM	1	0.006792021	0.029560	0.230	0.8184
NATM	1	-0.075463	0.065121	-1.159	0.2466
BLM	1	-0.039306	0.032771	-1.199	0.2304
OM	1	-0.063163	0.054139	-1.167	0.2434
HISPF	1	-0.138941	0.032988	-4.212	0.0001
NATF	1	-0.186031	0.071278	-2.610	0.0091
BLF	1	-0.186181	0.034127	-5.456	0.0001
WHF	1	-0.190155	0.020291	-9.371	0.0001
OF	1	-0.160633	0.052023	-3.088	0.0020
HCAP	1	-0.026799	0.022644	-1.184	0.2367
MDHCAP	1	-0.213328	0.238494	-0.894	0.3711
ENG2LANG	1	0.034643	0.042416	0.817	0.4141
MDEN2LAN	1	-0.041545	0.056092	-0.741	0.4589
SES	1	0.081005	0.011393	7.110	0.0001
MDSES	1	-0.151153	0.119917	-1.260	0.2075
EAST	1	-0.014699	0.022022	-0.667	0.5045
SOUTH	1	-0.022045	0.019611	-1.124	0.2610
WEST	1	0.042782	0.023204	1.844	0.0653
LMEXP	1	0.001052414	0.0002937645	3.583	0.0003
MDLMEXP	1	-0.176669	0.065541	-2.696	0.0070
TENURE	1	.00006988624	0.0002806822	0.249	0.8034
MDTENURE	1	0.155582	0.081747	1.903	0.0571
TEST	1	-0.00145738	0.001124247	-1.296	0.1949
MDTEST	1	0.046663	0.061106	0.764	0.4451
ENROLL	1	-0.253713	0.021606	-11.743	0.0001
POST0	1	0.025695	0.024237	1.060	0.2891
POST1	1	-0.111271	0.027586	-4.034	0.0001
POST2	1	-0.209799	0.053239	-3.941	0.0001
INDETER	1	-0.020714	0.024340	-0.851	0.3948
MDPOST	1	-0.031427	0.052959	-0.593	0.5529
WORKCOMP	1	0.030534	0.010732	2.845	0.0045
MDWKCOMP	1	0.076067	0.122828	0.619	0.5357
ENJOY	1	0.039929	0.015153	2.635	0.0084
MDENJOY	1	0.003654574	0.066448	0.055	0.9561
IMPORT	1	0.016075	0.027081	0.594	0.5528
MDIMPORT	1	0.023969	0.062263	0.385	0.7003
PLAN	1	0.009788928	0.014819	0.661	0.5089
MDPLAN	1	0.038757	0.102301	0.379	0.7048
EIGHT	1	0.009142188	0.016940	0.540	0.5894
MDEIGHT	1	0.017845	0.024029	0.743	0.4577
GPA10	1	-0.029743	0.011771	-2.527	0.0115
MDGPA10	1	0.030934	0.031165	0.993	0.3210
WORKINHS	1	0.078895	0.021279	3.708	0.0002
SPOUSE	1	0.089722	0.025642	3.499	0.0005
KID	1	0.007874545	0.032081	0.245	0.8061
URBRURAL	1	-0.041788	0.014745	-2.834	0.0046
PROFTECH	1	-0.115849	0.041258	-2.808	0.0050
MGR	1	0.169915	0.049076	3.462	0.0005
SALES	1	-0.236697	0.032928	-7.188	0.0001
CLERK	1	-0.138243	0.029284	-4.721	0.0001
CRAFT	1	0.059306	0.031823	1.864	0.0624
OPERATE	1	0.066156	0.031799	2.080	0.0375
FARM	1	0.388835	0.278670	1.395	0.1630
FARMLAB	1	-0.060697	0.060982	-0.997	0.3190
SERVICE	1	-0.242221	0.028023	-8.644	0.0001
PHHSERV	1	-0.906950	0.089066	-10.183	0.0001
MDOCCUP	1	-0.135702	0.098257	-1.381	0.1673
SELFEST	1	-0.020349	0.010134	-2.008	0.0447
MDSLFEST	1	-0.229967	0.222599	-1.033	0.3016
LOCOFCON	1	0.011016	0.012514	0.880	0.3787
MDLOCCON	1	-0.00296903	0.200339	-0.015	0.9882

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TABLE C.16

HS&B, SPECIFICATION 2, HOURLY EARNINGS

DEP VARIABLE: LNHRPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	71	95.357614	1.343065	10.363	0.0001
ERROR	6312	818.083	0.129608		
C TOTAL	6383	913.440			
ROOT MSE		0.360010	R-SQUARE	0.1044	
DEP MEAN		1.450499	ADJ R-SQ	0.0943	
C.V.		24.81977			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > |T|
INTERCEP	1	1.450783	0.044293	32.754	0.0001
CONC	1	0.010221	0.016754	0.610	0.5418
LIMCON	1	0.003380888	0.014117	0.239	0.8107
CONEXP	1	-0.00281869	0.016493	-0.171	0.8643
MDTRANS	1	-0.016606	0.060382	-0.309	0.7577
ACAD	1	-0.011738	0.017441	-0.673	0.5010
SRVOC	1	0.037857	0.020391	1.857	0.0634
SRACAD	1	0.028837	0.032758	0.856	0.3920
CONTR	1	0.103033	0.026150	3.940	0.0001
LIMCONTR	1	0.086835	0.025214	3.444	0.0006
CONEXPTR	1	0.093550	0.034959	2.676	0.0075
HISPM	1	0.029166	0.019155	1.523	0.1279
NATM	1	-0.052567	0.042334	-1.242	0.2144
BLM	1	0.028944	0.021297	1.359	0.1742
OM	1	-0.013560	0.035312	-0.384	0.7010
HISPF	1	-0.047301	0.021403	-2.210	0.0271
NATF	1	-0.116727	0.046312	-2.520	0.0117
BLF	1	-0.024716	0.022175	-1.115	0.2651
WHF	1	-0.085371	0.013213	-6.461	0.0001
OF	1	-0.013224	0.033780	-0.391	0.6955
HCAP	1	-0.021547	0.014747	-1.461	0.1440
MDHCAP	1	0.071746	0.229533	0.313	0.7546
ENG2LANG	1	0.024044	0.027689	0.871	0.3838
MDEN2LAN	1	0.027518	0.036648	0.751	0.4526
SES	1	0.048499	0.00740841	6.547	0.0001
MDSES	1	-0.206749	0.078327	-2.640	0.0083
EAST	1	0.019518	0.014333	1.362	0.1733
SOUTH	1	0.013949	0.012747	1.094	0.2739
WEST	1	0.062334	0.015166	4.110	0.0001
LMEXP	1	0.001036912	0.0001912073	5.423	0.0001
MDLMEXP	1	-0.073850	0.042626	-1.732	0.0832
TENURE	1	0.0001645858	0.0001826917	0.901	0.3677
MDTENURE	1	0.013861	0.053169	0.261	0.7943
TEST	1	-0.000558175	0.0007308523	-0.764	0.4451
MDTEST	1	0.018518	0.040101	0.462	0.6443
ENROLL	1	-0.030651	0.014062	-2.180	0.0293
POST0	1	0.025523	0.015754	1.620	0.1053
POST1	1	0.019288	0.017953	1.074	0.2829
POST2	1	-0.020211	0.034638	-0.584	0.5595
INDETER	1	0.032123	0.015830	2.029	0.0425
MDPOST	1	0.044158	0.034426	1.283	0.1997
WORKCOMP	1	0.011032	0.006996759	1.577	0.1149
MDWKCOMP	1	-0.012250	0.077940	-0.157	0.8751
EIGHT	1	0.001205521	0.010984	0.110	0.9126
MDEIGHT	1	0.034953	0.015505	2.254	0.0242
GPA10	1	-0.00580526	0.007728911	-0.751	0.4526
MDGPA10	1	0.008833354	0.020283	0.436	0.6632
WORKINHS	1	0.019049	0.013810	1.379	0.1678
SPOUSE	1	0.045281	0.016685	2.714	0.0067
KID	1	-0.000948857	0.020888	-0.045	0.9638
URBRURAL	1	-0.033894	0.009595944	-3.532	0.0004
PROFTECH	1	-0.014616	0.026849	-0.544	0.5862
MGR	1	0.032947	0.031936	1.032	0.3023
SALES	1	-0.124229	0.021436	-5.795	0.0001
CLERK	1	-0.052725	0.019061	-2.766	0.0057
CRAFT	1	-0.069951	0.020690	-3.381	0.0007
OPERATE	1	0.010071	0.020684	0.487	0.6263
FARM	1	0.264042	0.181296	1.456	0.1453
FARMLAB	1	-0.235282	0.039556	-5.948	0.0001
SERVICE	1	-0.129507	0.018235	-7.102	0.0001
PHHSERV	1	-0.587394	0.057958	-10.135	0.0001
MDOCCUP	1	-0.117893	0.063985	-1.842	0.0654
SELFEST	1	-0.00918722	0.00660264	-1.391	0.1641
MDSLFEST	1	0.012701	0.149221	0.085	0.9322
LOCOFCON	1	-0.00299892	0.008131668	-0.369	0.7123
MDLOCCON	1	0.013426	0.132635	0.101	0.9194
ABSENT	1	0.015091	0.003727772	4.048	0.0001
MDABSENT	1	-0.126676	0.239607	-0.529	0.5970
DISCIPPR	1	0.002682331	0.014135	0.190	0.8495
MDDISPRB	1	-0.00341963	0.062811	-0.054	0.9566
LAWTRBLE	1	0.013552	0.024011	0.564	0.5725
MDLAWTRL	1	-0.059365	0.058443	-1.016	0.3098

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TABLE C.16

HS&B, SPECIFICATION 2, MONTHLY EARNINGS

DEP VARIABLE: LNMTHPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	71	586.526	8.260930	27.032	0.0001
ERROR	6312	1928.937	0.305598		
C TOTAL	6383	2515.463			
ROOT MSE		0.552810	R-SQUARE	0.2332	
DEP MEAN		6.331776	ADJ R-SQ	0.2245	
C.V.		8.730718			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > |T|
INTERCEP	1	6.643383	0.068014	97.676	0.0001
CONC	1	0.059885	0.025726	2.325	0.0201
LIMCON	1	0.002602558	0.021677	0.120	0.9044
CONEXP	1	0.025629	0.025326	1.012	0.3116
MDTRANS	1	0.020496	0.092596	0.221	0.8248
ACAD	1	-0.043589	0.026782	-1.625	0.1043
SRVOC	1	0.034115	0.031312	1.090	0.2760
SRACAD	1	0.019227	0.050289	0.382	0.7022
CONTR	1	0.102235	0.040154	2.546	0.0109
LIMCONTR	1	0.099993	0.038717	2.583	0.0098
CONEXPTR	1	0.109223	0.053680	2.035	0.0419
HISPM	1	-0.000742156	0.029413	-0.025	0.9799
NATM	1	-0.064664	0.065086	-1.382	0.1928
BLM	1	-0.042173	0.032782	-1.290	0.1972
OM	1	-0.072361	0.054223	-1.335	0.1821
HISPF	1	-0.144681	0.032864	-4.400	0.0001
NATF	1	-0.199097	0.071113	-2.800	0.0051
BLF	1	-0.186748	0.034051	-5.484	0.0001
WNF	1	-0.189992	0.020289	-9.364	0.0001
OF	1	-0.168539	0.051870	-3.249	0.0012
HCAP	1	-0.029955	0.022644	-1.323	0.1859
MDHCAP	1	-0.583224	0.352456	-1.655	0.0980
ENG2LANG	1	0.030092	0.042394	0.710	0.4778
MDEN2LAN	1	-0.041692	0.056262	-0.741	0.4587
SES	1	0.082225	0.011376	7.228	0.0001
MDSES	1	-0.172015	0.120274	-1.430	0.1527
EAST	1	-0.013485	0.022008	-0.613	0.5401
SOUTH	1	-0.017320	0.019573	-0.885	0.3762
WEST	1	0.039234	0.023287	1.685	0.0921
LMEXP	1	0.001102379	0.00029368059	3.755	0.0002
MDLMEXP	1	-0.172488	0.065454	-2.635	0.0084
TENURE	1	0.00005355	0.00028005299	0.191	0.8486
MDTENURE	1	0.144832	0.081643	1.774	0.0761
TEST	1	-0.00154203	0.001122251	-1.374	0.1695
MDTEST	1	0.036379	0.061577	0.591	0.5547
ENROLL	1	-0.251974	0.021593	-11.669	0.0001
POST0	1	0.022068	0.024191	0.912	0.3617
POST1	1	-0.112308	0.027567	-4.074	0.0001
POST2	1	-0.209656	0.053175	-3.943	0.0001
INDETER	1	-0.020517	0.024307	-0.844	0.3987
MDPOST	1	-0.030760	0.052863	-0.582	0.5607
WORKCOMP	1	0.033038	0.010744	3.075	0.0021
MDWKCOMP	1	0.079964	0.119680	0.668	0.5041
EIGHT	1	0.004719286	0.016866	0.280	0.7796
MDEIGHT	1	0.012915	0.023808	0.542	0.5875
GPA10	1	-0.025311	0.011868	-2.133	0.0330
MDGPA10	1	0.028972	0.031145	0.930	0.3523
WORKINHS	1	0.080820	0.021286	3.811	0.0001
SPOUSE	1	0.088099	0.025620	3.439	0.0006
KID	1	0.002130221	0.032074	0.066	0.9470
URBRURAL	1	-0.037921	0.014735	-2.574	0.0101
PROFTECH	1	-0.114083	0.041227	-2.767	0.0057
MGR	1	0.169366	0.049038	3.454	0.0006
SALES	1	-0.233630	0.032915	-7.098	0.0001
CLERK	1	-0.134594	0.029269	-4.599	0.0001
CRAFT	1	0.058614	0.031770	1.845	0.0651
OPERATE	1	0.067796	0.031761	2.135	0.0328
FARM	1	0.368726	0.278386	1.325	0.1854
FARMLAB	1	-0.051000	0.060740	-0.840	0.4011
SERVICE	1	-0.240285	0.028001	-8.581	0.0001
PHHSERV	1	-0.894980	0.088996	-10.056	0.0001
MDOCCUP	1	-0.133400	0.098252	-1.358	0.1746
SELFEST	1	-0.020392	0.010139	-2.011	0.0443
MDSLFEST	1	-0.354974	0.229134	-1.549	0.1214
LOCOFCON	1	0.009378172	0.012486	0.750	0.4530
MDLOCCON	1	0.056207	0.203666	0.276	0.7826
ABSENT	1	0.019984	0.005724133	3.491	0.0005
MDABSENT	1	0.536170	0.367926	1.457	0.1451
DISCIPPR	1	-0.00680663	0.021704	-0.314	0.7538
MDDISPRB	1	0.002952453	0.096448	0.031	0.9756
LAWTRBLE	1	0.065840	0.036869	1.786	0.0742
MDLAWTRL	1	0.107319	0.089741	1.196	0.2318

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TABLE C.16

NLS, HOURLY EARNINGS

DEP VARIABLE: LNHRPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	44	325.324	7.393730	51.731	0.0001
ERROR	6009	858.839	0.142925		
C TOTAL	6053	1184.163			
ROOT MSE		0.378055	R-SQUARE	0.2747	
DEP MEAN		1.588746	ADJ R-SQ	0.2694	
C.V.		23.7958			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > |T|
INTERCEP	1	0.817967	0.052123	15.693	0.0001
SES	1	0.002488796	0.0007011807	3.549	0.0004
NEAST	1	0.085578	0.015244	5.614	0.0001
SOUTH	1	0.053181	0.013413	3.965	0.0001
WEST	1	0.120869	0.015674	7.711	0.0001
RURAL	1	-0.051230	0.015115	-3.389	0.0007
MDRURAL	1	0.0004359623	0.047129	0.009	0.9926
ENG	1	0.007888764	0.024926	0.316	0.7516
HISM	1	0.018650	0.023470	0.795	0.4269
BLM	1	0.001924282	0.020757	0.093	0.9261
NATM	1	0.019659	0.040213	0.489	0.6249
OM	1	-0.033494	0.023621	-1.418	0.1563
HISF	1	-0.082754	0.022140	-3.738	0.0002
BLF	1	-0.092187	0.019626	-4.697	0.0001
NATF	1	-0.143484	0.033845	-4.239	0.0001
WHF	1	-0.146755	0.013976	-10.500	0.0001
OTHF	1	-0.131220	0.023188	-5.659	0.0001
AFQT	1	0.00287431	0.0003872637	7.422	0.0001
MDAFQT	1	0.036695	0.027905	1.315	0.1886
GPA10	1	-0.00683321	0.008306476	-0.823	0.4107
MDGPA10	1	0.00273313	0.015662	0.175	0.8615
CONTR	1	0.081272	0.028525	2.849	0.0044
CONC	1	-0.028299	0.021585	-1.311	0.1899
LIMCONTR	1	0.052530	0.026605	1.974	0.0484
LIMCON	1	-0.010100	0.017205	-0.587	0.5572
CONEXPTR	1	0.002726082	0.038356	0.071	0.9433
CONEXP	1	0.023353	0.021238	1.100	0.2715
ACAD	1	-0.00594135	0.017054	-0.348	0.7276
SRVOC	1	0.017741	0.026094	0.680	0.4966
SRACAD	1	0.022075	0.020386	1.083	0.2789
LMEXP	1	0.001255017	.00006376414	19.682	0.0001
TENURE	1	0.013008	0.001163164	11.184	0.0001
HOURS	1	0.00249733	0.0004572093	5.462	0.0001
SESTEEM	1	0.005125346	0.001325845	3.866	0.0001
MDESTEEM	1	0.020957	0.031145	0.673	0.5011
NEPOST0	1	0.043648	0.019678	2.218	0.0266
NEPOST1	1	0.032189	0.019257	1.672	0.0947
NEPOST2	1	0.046287	0.021335	2.170	0.0301
NEPOST3	1	0.067674	0.037684	1.796	0.0726
NEPOST4M	1	0.185065	0.019527	9.477	0.0001
POST0	1	-0.054954	0.020790	-2.643	0.0082
POST1	1	-0.078855	0.022152	-3.560	0.0004
POST2	1	-0.087403	0.024455	-3.574	0.0004
POST3	1	-0.069012	0.027185	-2.539	0.0112
POSTGTE4	1	0.136749	0.035445	3.858	0.0001

TABLE C4.16

NLS, MONTHLY EARNINGS

DEP VARIABLE: LNMTHPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	27	39.200631	1.451875	11.600	0.0001
ERROR	568	71.089603	0.125158		
C TOTAL	595	110.290			
ROOT MSE		0.353776	R-SQUARE	0.3554	
DEP MEAN		6.841823	ADJ R-SQ	0.3248	
C.V.		5.170792			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > !T!
INTERCEP	1	6.008449	0.156338	38.432	0.0001
SES	1	0.002172786	0.001484068	1.464	0.1437
NEAST	1	-0.086121	0.065644	-1.312	0.1901
SOUTH	1	-0.059306	0.061493	-0.964	0.3352
WEST	1	0.0007540133	0.060449	0.012	0.9901
RURAL	1	0.006656822	0.055524	0.120	0.9046
ENG	1	0.026075	0.052423	0.497	0.6191
FEMALE	1	-0.166822	0.030224	-5.520	0.0001
AFQT	1	0.005532176	0.00113088	4.892	0.0001
MDAFQT	1	-0.026217	0.062906	-0.417	0.6770
GPA10	1	-0.028232	0.027984	-1.009	0.3135
MDGPA10	1	-0.050400	0.043294	-1.164	0.2449
CONTR	1	0.045407	0.080451	0.564	0.5727
LIMCONTR	1	0.027436	0.073279	0.374	0.7082
CONEXPTR	1	0.038587	0.101798	0.379	0.7048
CONC	1	-0.065995	0.067627	-0.976	0.3295
LIMCON	1	-0.020719	0.052912	-0.392	0.6955
CONEXP	1	0.011999	0.064173	0.187	0.8517
ACAD	1	-0.132691	0.068400	-1.940	0.0529
SRVOC	1	0.079937	0.069910	1.143	0.2533
SRACAD	1	-0.00385589	0.058009	-0.066	0.9470
LMEXP	1	0.001302525	0.0001745837	7.461	0.0001
TENURE	1	0.007766733	0.003349111	2.319	0.0207
SESTEEM	1	0.010754	0.004033926	2.666	0.0079
ENROLL	1	-0.141983	0.045993	-3.087	0.0021
POST01	1	0.066406	0.035971	1.846	0.0654
POST23	1	0.093414	0.049618	1.883	0.0603
POST4M	1	0.365177	0.067120	5.441	0.0001

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TABLE C.17

HS&B, HOURLY EARNINGS

DEP VARIABLE: LNHRPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	56	14.461665	0.258244	2.526	0.0001
ERROR	618	63.173050	0.102222		
C TOTAL	674	77.634714			

ROOT MSE	0.319721	R-SQUARE	0.1863
DEP MEAN	1.506972	ADJ R-SQ	0.1125
C.V.	21.21614		

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR HO: PARAMETER=0	PROB > |T|
INTERCEP	1	1.540362	0.111235	13.848	0.0001
CONC	1	0.00462473	0.047263	0.098	0.9221
LIMCON	1	-0.044874	0.038267	-1.173	0.2414
CONEXP	1	-0.063878	0.049861	-1.281	0.2006
ACAD	1	0.077355	0.064293	1.203	0.2294
SRVCC	1	0.067630	0.059074	1.145	0.2527
SRACAD	1	0.017693	0.101794	0.174	0.8621
CONTR	1	0.082152	0.067182	1.223	0.2219
LIMCONTR	1	0.123963	0.072019	1.721	0.0857
CONEXPTR	1	0.133243	0.071603	1.861	0.0632
HCAP	1	-0.031400	0.039233	-0.800	0.4238
ENG2LANG	1	0.000206327	0.036487	0.006	0.9955
MDEN2LAN	1	0.086194	0.075826	1.137	0.2561
SES	1	0.039361	0.020407	1.929	0.0542
EAST	1	-0.00492776	0.045256	-0.109	0.9133
SOUTH	1	-0.077417	0.040042	-1.933	0.0536
WEST	1	0.023240	0.039427	0.589	0.5558
LMEXP	1	0.001434721	0.000495716625	2.886	0.0040
MDLMEXP	1	0.008768795	0.107438	0.082	0.9350
TENURE	1	0.000415872 2	0.000474174148	0.871	0.3840
MDTENURE	1	-0.124895	0.141523	-0.883	0.3778
TEST	1	-0.00246992	0.001850888	-1.306	0.1920
MDTEST	1	0.108312	0.119437	0.907	0.3648
ENROLL	1	-0.00610731	0.038844	-0.157	0.8751
POST0	1	0.046189	0.037794	1.222	0.2221
POST1	1	0.075496	0.051980	1.452	0.1469
POST2	1	0.017371	0.106610	0.163	0.8706
INDETER	1	0.066244	0.043325	1.529	0.1268
MDPOST	1	-0.029562	0.085322	-0.346	0.7291
WORKCOMP	1	0.037507	0.018745	2.001	0.0458
MDWKCOMP	1	0.443416	0.242216	1.831	0.0676
EIGHT	1	0.020929	0.029611	0.707	0.4800
MDEIGHT	1	0.020676	0.038288	0.540	0.5894
GPA10	1	0.017057	0.020594	0.828	0.4079
MDGPA10	1	-0.027488	0.054309	-0.506	0.6129
WORKINHS	1	-0.00603434	0.037478	-0.161	0.8721
SPOUSE	1	0.084666	0.040330	2.099	0.0362
KID	1	-0.016346	0.046822	-0.349	0.7271
URBRURAL	1	-0.011123	0.028866	-0.385	0.7001
PROFTECH	1	0.067948	0.081250	0.836	0.4033
MGR	1	0.014288	0.083691	0.171	0.8645
SALES	1	-0.111488	0.059460	-1.875	0.0613
CLERK	1	-0.077208	0.051136	-1.510	0.1316
CRAFT	1	-0.112986	0.051291	-2.203	0.0280
OPERATE	1	-0.086715	0.053853	-1.610	0.1079
FARMLAB	1	-0.146140	0.109199	-1.338	0.1813
SERVICE	1	-0.172563	0.052185	-3.307	0.0010
SELFEST	1	-0.000223663	0.018446	-0.012	0.9903
MDSLFEST	1	-0.303823	0.265203	-1.146	0.2524
LOCOFCON	1	-0.000999897	0.020868	-0.335	0.7374
MDLCCCON	1	-0.123722	0.261578	-0.473	0.6364
ABSENT	1	0.020073	0.010135	1.981	0.0481
DISCIPPR	1	0.005101905	0.034859	0.146	0.8837
MDDISPRB	1	0.169001	0.232212	0.728	0.4670
LAWTRBLE	1	0.014136	0.054792	0.258	0.7965
MDLAWTRL	1	-0.332713	0.122498	-2.716	0.0068
FEMALE	1	-0.094556	0.031229	-3.028	0.0026

TABLE C.17

HS&B, MONTHLY EARNINGS

DEP VARIABLE: LNMTHPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	56	17.852427	0.318793	2.783	0.0001
ERROR	618	70.798435	0.114561		
C TOTAL	674	88.650862			

ROOT MSE	0.338468	R-SQUARE	0.2014
DEP MEAN	6.662335	ADJ R-SQ	0.1290
C.V.	5.080321		

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR HO: PARAMETER=0	PROB > |T|
INTERCEP	1	6.666336	0.117757	56.611	0.0001
CONC	1	0.002666518	0.050034	0.053	0.9575
LIMCON	1	-0.031345	0.040511	-0.774	0.4394
CONEXP	1	-0.062341	0.052784	-1.181	0.2380
ACAD	1	0.060329	0.068063	0.886	0.3758
SRVCC	1	0.060952	0.062538	0.975	0.3301
SRACAD	1	-0.00135323	0.107762	-0.013	0.9900
CONTR	1	0.094447	0.071121	1.328	0.1847
LIMCONTR	1	0.099923	0.076242	1.311	0.1905
CONEXPTR	1	0.132875	0.075802	1.753	0.0801
HCAP	1	-0.029218	0.041533	-0.703	0.4820
ENG2LANG	1	0.002265081	0.038626	0.214	0.8306
MDEN2LAN	1	0.082280	0.080272	1.025	0.3058
SES	1	0.040144	0.021604	1.858	0.0636
EAST	1	0.035685	0.047909	0.745	0.4566
SOUTH	1	-0.039752	0.042390	-0.938	0.3487
WEST	1	0.044989	0.041739	1.078	0.2815
LMEXP	1	0.00143391	0.000526132	2.724	0.0066
MDLMEXP	1	-0.109241	0.113738	-0.960	0.3372
TENURE	1	0.000197162	0.000505054076	0.391	0.6958
MDTENURE	1	-0.005266659	0.149821	-0.035	0.9720
TEST	1	-0.00197527	0.002001759	-0.987	0.3241
MDTEST	1	0.123872	0.126440	0.980	0.3276
ENRCLL	1	-0.028009	0.041121	-0.681	0.4960
POST0	1	0.006803369	0.040010	0.170	0.8650
POST1	1	0.053563	0.055028	0.973	0.3307
POST2	1	-0.051808	0.112861	-0.459	0.6464
INDETER	1	0.030094	0.045866	0.656	0.5120
MDPCST	1	-0.021451	0.090325	-0.237	0.8124
WORKCOMP	1	0.045058	0.019844	2.271	0.0235
MDWKCOMP	1	0.396924	0.256418	1.548	0.1221
EIGHT	1	0.029226	0.031347	0.932	0.3515
MDEIGHT	1	0.013015	0.040533	0.321	0.7482
GPA10	1	0.016305	0.021802	0.748	0.4548
MDGPA10	1	-0.022735	0.057494	-0.395	0.6927
WORKINHS	1	0.012970	0.039675	0.327	0.7438
SPOUSE	1	0.078278	0.042695	1.833	0.0672
KID	1	-0.028978	0.049567	-0.585	0.5590
URBRURAL	1	-0.021800	0.030558	-0.713	0.4759
PROFTECH	1	0.086535	0.086014	1.006	0.3148
MGR	1	0.055210	0.088598	0.623	0.5334
SALES	1	-0.147099	0.062946	-2.337	0.0198
CLERK	1	-0.082018	0.054134	-1.515	0.1303
CRAFT	1	-0.005299 48	0.054299	-0.098	0.9223
OPERATE	1	-0.051398	0.057010	-0.902	0.3676
FARMLAB	1	0.022102	0.115602	0.191	0.8484
SERVICE	1	-0.209104	0.055245	-3.785	0.0002
SELFEST	1	0.007190726	0.019528	0.368	0.7128
MDSLFEST	1	-0.387801	0.280753	-1.381	0.1677
LOCCFCON	1	-0.021906	0.022092	-0.992	0.3218
MDLCCCON	1	-0.010833	0.276915	-0.039	0.9688
ABSENT	1	0.012505	0.010729	1.165	0.2443
DISCIPPR	1	0.027343	0.036903	0.741	0.4590
MDDISPRE	1	0.145994	0.245827	0.594	0.5528
LAWTRBLE	1	0.041624	0.058004	0.718	0.4733
MDLAWTRL	1	-0.338824	0.129680	-2.613	0.0092
FEMALE	1	-0.104818	0.033060	-3.171	0.0016

TABLE C.17

NLS, HOURLY EARNINGS

DEP VARIABLE: LNHRPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	28	36.371313	1.298975	10.952	0.0001
ERROR	567	67.248624	0.118604		
C TOTAL	595	103.620			
ROOT MSE		0.344390	R-SQUARE	0.3510	
DEP MEAN		1.669969	ADJ R-SQ	0.3190	
C.V.		20.62252			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > !T!
INTERCEP	1	1.137219	0.186946	6.083	0.0001
SES	1	0.002120965	0.001444735	1.468	0.1426
NEAST	1	-0.073831	0.063913	-1.155	0.2485
SOUTH	1	-0.072341	0.059931	-1.207	0.2279
WEST	1	-0.010281	0.058902	-0.175	0.8615
RURAL	1	-0.025164	0.054397	-0.463	0.6438
ENG	1	0.017170	0.051052	0.336	0.7368
FEMALE	1	-0.132790	0.030052	-4.419	0.0001
AFQT	1	0.00533384	0.001101471	4.842	0.0001
MDAFQT	1	-0.043179	0.061310	-0.704	0.4815
GPA10	1	-0.024302	0.027251	-0.892	0.3729
MDGPA10	1	-0.044670	0.042153	-1.060	0.2897
CONTR	1	0.033402	0.078349	0.426	0.6700
LIMCONTR	1	0.043012	0.071392	0.602	0.5471
CONEXPTR	1	0.038767	0.099097	0.391	0.6958
CONC	1	-0.056333	0.065862	-0.855	0.3927
LIMCON	1	0.001812072	0.051609	0.035	0.9720
CONEXP	1	0.015708	0.062475	0.251	0.8016
ACAD	1	-0.141664	0.066623	-2.126	0.0339
SRVOC	1	0.081831	0.068058	1.202	0.2297
SRACAD	1	0.010234	0.056524	0.181	0.8564
LMEXP	1	0.001309695	0.0001699552	7.706	0.0001
TENURE	1	0.008966479	0.00326658	2.745	0.0062
HOURS	1	-0.00678162	0.002761008	-2.456	0.0143
SESTEEM	1	0.009444815	0.003933286	2.401	0.0167
ENROLL	1	-0.135229	0.044782	-3.020	0.0026
POST01	1	0.064249	0.035017	1.835	0.0671
POST23	1	0.087204	0.048308	1.805	0.0716
POST4M	1	0.363804	0.065341	5.568	0.0001

TABLE C.17

NLS, MONTHLY EARNINGS

DEP VARIABLE: LNMTHPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	27	39.200631	1.451875	11.600	0.0001
ERROR	568	71.089603	0.125158		
C TOTAL	595	110.290			
ROOT MSE		0.353776	R-SQUARE	0.3554	
DEP MEAN		6.841823	ADJ R-SQ	0.3248	
C.V.		5.170792			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > !T!
INTERCEP	1	6.008449	0.156338	38.432	0.0001
SES	1	0.002172786	0.001484068	1.464	0.1437
NEAST	1	-0.086121	0.065644	-1.312	0.1901
SOUTH	1	-0.059306	0.061493	-0.964	0.3352
WEST	1	0.0007540133	0.060449	0.012	0.9901
RURAL	1	0.006656822	0.055524	0.120	0.9046
ENG	1	0.026075	0.052423	0.497	0.6191
FEMALE	1	-0.166822	0.030224	-5.520	0.0001
AFQT	1	0.005532176	0.00113088	4.892	0.0001
MDAFQT	1	-0.026217	0.062906	-0.417	0.6770
GPA10	1	-0.028232	0.027984	-1.009	0.3135
MDGPA10	1	-0.050400	0.043294	-1.164	0.2449
CONTR	1	0.045407	0.080451	0.564	0.5727
LIMCONTR	1	0.027436	0.073279	0.374	0.7082
CONEXPTR	1	0.038587	0.101798	0.379	0.7048
CONC	1	-0.065995	0.067627	-0.976	0.3295
LIMCON	1	-0.020719	0.052912	-0.392	0.6955
CONEXP	1	0.011999	0.064173	0.187	0.8517
ACAD	1	-0.132691	0.068400	-1.940	0.0529
SRVOC	1	0.079937	0.069910	1.143	0.2533
SRACAD	1	-0.00385589	0.058009	-0.066	0.9470
LMEXP	1	0.001302525	0.0001745837	7.461	0.0001
TENURE	1	0.007766733	0.003349111	2.319	0.0207
SESTEEM	1	0.010754	0.004033926	2.666	0.0079
ENROLL	1	-0.141983	0.045993	-3.087	0.0021
POST01	1	0.066406	0.035971	1.846	0.0654
POST23	1	0.093414	0.049618	1.883	0.0603
POST4M	1	0.365177	0.067120	5.441	0.0001

TABLE C.18

DEP VARIABLE: LNHRPAY HS&B, HOURLY EARNINGS

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	57	17.923026	0.314439	2.540	0.0001
ERROR	900	111.409	0.123788		
C TOTAL	957	129.332			

ROOT MSE	0.351835	R-SQUARE	0.1386
DEP MEAN	1.490597	ADJ R-SQ	0.0840
C.V.	23.60363		

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR HO: PARAMETER=0	PROB > |T|
INTERCEP	1	1.635240	0.105787	15.458	0.0001
CONC	1	0.001108103	0.043361	0.026	0.9796
LIMCON	1	0.013360	0.034803	0.384	0.7012
CONEXP	1	-0.068168	0.043901	-1.553	0.1208
ACAD	1	0.077634	0.055792	1.391	0.1644
SRVCC	1	0.045769	0.051836	0.883	0.3775
SRACAD	1	0.025148	0.085350	0.295	0.7683
CONTR	1	0.112019	0.065867	1.701	0.0893
LIMCONTR	1	0.052002	0.070271	0.740	0.4595
CONEXPTR	1	0.199076	0.074785	2.662	0.0079
HCAP	1	-0.000396742	0.036909	-0.011	0.9914
ENG2LANG	1	-0.024036	0.033263	-0.723	0.4701
MDEN2LAN	1	0.166424	0.075192	2.213	0.0271
SES	1	0.028401	0.018399	1.544	0.1230
EASY	1	0.002229903	0.042165	0.053	0.9578
SOUTH	1	-0.067760	0.038135	-1.777	0.0759
WEST	1	0.018149	0.037365	0.486	0.6273
LMEXP	1	0.001325693	0.000462445	2.862	0.0043
MDLMEXP	1	0.042222	0.105312	0.401	0.6886
TENURE	1	0.000537782 3	0.000446501 4	1.204	0.2287
MDTENURE	1	-0.175752	0.140478	-1.251	0.2112
TEST	1	-0.003774 93	0.001784119	-2.116	0.0346
MDTEST	1	0.068778	0.111547	0.617	0.5377
ENRCLL	1	-0.012988	0.034196	-0.380	0.7042
POST0	1	0.038692	0.037079	1.043	0.2970
POST1	1	0.046975	0.044500	1.056	0.2914
POST2	1	0.095836	0.082601	1.160	0.2463
INDETER	1	0.056830	0.040032	1.420	0.1561
MDPOST	1	-0.017284	0.085422	-0.202	0.8397
WORKCOMP	1	0.000429666 5	0.017296	0.025	0.9802
MDWKCOMP	1	0.415178	0.238130	1.743	0.0816
EIGHT	1	0.020986	0.027801	0.755	0.4505
MDEIGHT	1	0.037167	0.034526	1.076	0.2820
GPA10	1	-0.010717	0.018706	-0.573	0.5668
MDGPA10	1	-0.071028	0.047886	-1.483	0.1384
WORKINHS	1	-0.005981 57	0.033213	-0.180	0.8571
SPOUSE	1	0.065219	0.040945	1.593	0.1115
KID	1	-0.019999	0.047778	-0.419	0.6756
URBRURAL	1	-0.006014 32	0.026699	-0.225	0.8218
PROFTECH	1	0.108994	0.070270	1.551	0.1212
MGR	1	0.059231	0.085583	0.692	0.4891
SALES	1	-0.136598	0.053518	-2.552	0.0109
CLERK	1	-0.028220	0.048009	-0.588	0.5568
CRAFT	1	-0.077695	0.051509	-1.508	0.1318
OPERATE	1	-0.064406	0.052677	-1.223	0.2218
FARMLAB	1	-0.013161	0.108490	-0.121	0.9035
SERVICE	1	-0.118799	0.049144	-2.417	0.0158
MDOCCUP	1	-0.233292	0.166747	-1.399	0.1621
SELFEST	1	-0.001704 27	0.017209	-0.099	0.9211
MDSLFEST	1	-0.124528	0.276562	-0.450	0.6526
LOCOFCOM	1	0.013357	0.019393	0.689	0.4911
MDLCCCOM	1	-0.023312	0.274866	-0.085	0.9324
ABSENT	1	0.021048	0.009352133	2.251	0.0246
DISCIPPR	1	-0.012242	0.033783	-0.362	0.7172
MDDISPRB	1	0.077029	0.199197	0.387	0.6991
LAWTRBLE	1	-0.041871	0.054658	-0.766	0.4438
MDLAWTRL	1	-0.384480	0.121149	-3.182	0.0015
FEMALE	1	-0.105448	0.028120	-3.750	0.0002

TABLE C.18

DEP VARIABLE: LNMTHPAY HS&B, MONTHLY EARNINGS

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	57	73.468051	1.288913	4.849	0.0001
ERROR	900	239.209	0.265788		
C TOTAL	957	312.677			

ROOT MSE	0.515546	R-SQUARE	0.2350
DEP MEAN	6.400666	ADJ R-SQ	0.1865
C.V.	8.054567		

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR HO: PARAMETER=0	PROB > |T|
INTERCEP	1	6.614049	0.155011	42.668	0.0001
CONC	1	0.017757	0.063538	0.279	0.7800
LIMCON	1	0.035515	0.050996	0.696	0.4863
CONEXP	1	-0.071027	0.064328	-1.104	0.2698
ACAD	1	0.091871	0.081752	1.124	0.2614
SRVCC	1	0.033899	0.075956	0.446	0.6555
SRACAD	1	0.010916	0.125063	0.087	0.9305
CONTR	1	0.212335	0.096515	2.200	0.0281
LIMCONTR	1	0.097954	0.102968	0.951	0.3417
CONEXPTR	1	0.262437	0.109584	2.395	0.0168
HCAP	1	-0.041224	0.054083	-0.762	0.4461
ENG2LANG	1	0.025936	0.048740	0.532	0.5948
MDEN2LAN	1	0.226895	0.110179	2.059	0.0397
SES	1	0.035637	0.026960	1.322	0.1866
EAST	1	-0.143075	0.061785	-2.316	0.0208
SOUTH	1	-0.186348	0.055880	-3.335	0.0009
WEST	1	-0.096740	0.054752	-1.767	0.0776
LMEXP	1	0.0012722229	0.0006787951	1.874	0.0612
MDLMEXP	1	-0.035165	0.154315	-0.228	0.8198
TENURE	1	-.0000993157	0.0006542613	-0.152	0.8794
MDTENURE	1	0.037445	0.205843	0.182	0.8557
TEST	1	-0.00077706	0.0026214281	-0.297	0.7664
MDTEST	1	0.020852	0.163451	0.128	0.8985
ENRCLL	1	-0.195922	0.050107	-3.910	0.0001
POST0	1	0.049366	0.054332	0.909	0.3638
POST1	1	-0.118239	0.065206	-1.813	0.0701
POST2	1	-0.091522	0.121036	-0.756	0.4498
INDETER	1	-0.033392	0.058659	-0.569	0.5693
MDPCST	1	0.064870	0.125169	0.518	0.6044
WORKCOMP	1	0.049048	0.025344	1.935	0.0533
MDWKCOMP	1	0.448597	0.348933	1.286	0.1989
EIGHT	1	0.020338	0.040736	0.499	0.6177
MDEIGHT	1	-0.029026	0.050591	-0.574	0.5663
GPA10	1	-0.015747	0.027409	-0.575	0.5656
MDGPA10	1	-0.023451	0.070168	-0.334	0.7383
WORKINHS	1	0.070332	0.048667	1.445	0.1488
SPOUSE	1	0.131262	0.059997	2.188	0.0289
KID	1	0.019293	0.070009	0.276	0.7829
URBRURAL	1	-0.00260277	0.039123	-0.067	0.9470
PROFTECH	1	-0.017708	0.102967	-0.172	0.8635
MGR	1	0.210371	0.125406	1.678	0.0938
SALES	1	-0.225630	0.078420	-2.877	0.0041
CLERK	1	-0.084567	0.070349	-1.202	0.2296
CRAFT	1	0.092961	0.075477	1.232	0.2184
OPERATE	1	0.015036	0.077189	0.195	0.8456
FARMLAB	1	0.062753	0.158972	0.395	0.6931
SERVICE	1	-0.166872	0.072012	-2.317	0.0207
MDOCCUP	1	-0.402278	0.244336	-1.646	0.1000
SELFEST	1	-0.006871O3	0.025217	-0.272	0.7853
MDSLFEST	1	-0.244451	0.405248	-0.603	0.5465
LOCOFCON	1	-0.00269406	0.028417	-0.095	0.9245
MDLOCCON	1	0.034549	0.402763	0.086	0.9317
ABSENT	1	0.018702	0.013704	1.365	0.1727
DISCIPPR	1	0.009854031	0.049502	0.199	0.8423
MDDISPRB	1	-0.210976	0.291885	-0.723	0.4700
LAWTRBLE	1	0.108345	0.080090	1.353	0.1765
MDLAWTRL	1	-0.221227	0.177520	-1.246	0.2130
FEMALE	1	-0.168444	0.041205	-4.088	0.0001

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TABLE C.18

NLS, HOURLY EARNINGS

DEP VARIABLE: LNHRPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	28	50.336969	1.797749	14.679	0.0001
ERROR	799	97.851662	0.122468		
C TOTAL	827	148.189			
ROOT MSE		0.349954	R-SQUARE	0.3397	
DEP MEAN		1.597403	ADJ R-SQ	0.3165	
C.V.		21.90767			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > !T!
INTERCEP	1	0.751001	0.133187	5.639	0.0001
SES	1	0.001608358	0.001258243	1.278	0.2015
NEAST	1	0.025818	0.054672	0.472	0.6369
SOUTH	1	0.005034369	0.051058	0.099	0.9215
WEST	1	0.060245	0.049638	1.214	0.2252
RURAL	1	-0.041599	0.046613	-0.892	0.3724
ENG	1	0.014886	0.043871	0.339	0.7345
FEMALE	1	-0.091683	0.025532	-3.591	0.0003
AFQT	1	0.004182442	0.000945997	4.421	0.0001
MDAFQT	1	-0.028327	0.060984	-0.465	0.6424
GPA10	1	-0.00992141	0.022534	-0.440	0.6598
MDGPA10	1	-0.044071	0.036869	-1.195	0.2323
CONTR	1	0.045276	0.075216	0.602	0.5474
LIMCONTR	1	0.046668	0.065646	0.711	0.4773
CONEXPTR	1	0.029118	0.083145	0.350	0.7263
CONC	1	-0.063252	0.056423	-1.121	0.2626
LIMCON	1	0.004185618	0.044473	0.094	0.9250
CONEXP	1	0.014759	0.052783	0.280	0.7798
ACAD	1	-0.125896	0.050373	-2.499	0.0126
SRVOC	1	0.048770	0.059198	0.824	0.4103
SRACAD	1	-0.011091	0.050220	-0.221	0.8253
LMEXP	1	0.001386624	0.0001536232	9.026	0.0001
TENURE	1	0.010678	0.002880353	3.707	0.0002
HOURS	1	0.002427344	0.001249391	1.943	0.0524
SESTEEM	1	0.006718818	0.003356409	2.002	0.0456
ENROLL	1	-0.138972	0.035567	-3.907	0.0001
POST01	1	0.069950	0.031804	2.199	0.0281
POST23	1	0.063942	0.041931	1.525	0.1277
POST4M	1	0.368797	0.059742	6.173	0.0001

TABLE C.18

NLS, MONTHLY EARNINGS

DEP VARIABLE: LNMTHPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	27	138.547	5.131355	18.326	0.0001
ERROR	800	224.004	0.280006		
C TOTAL	827	362.551			
ROOT MSE		0.529155	R-SQUARE	0.3821	
DEP MEAN		6.548821	ADJ R-SQ	0.3613	
C.V.		8.080164			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > !T!
INTERCEP	1	5.733601	0.191952	29.870	0.0001
SES	1	0.001851845	0.001902502	0.973	0.3307
NEAST	1	0.014257	0.082668	0.172	0.8631
SOUTH	1	0.071776	0.077108	0.931	0.3522
WEST	1	0.104403	0.075006	1.392	0.1643
RURAL	1	0.040909	0.070276	0.582	0.5607
ENG	1	0.057462	0.066310	0.867	0.3864
FEMALE	1	-0.145291	0.038421	-3.782	0.0002
AFQT	1	0.004639104	0.001430298	3.243	0.0012
MDAFQT	1	0.098428	0.091953	1.070	0.2848
GPA10	1	-0.047420	0.034045	-1.393	0.1640
MDGPA10	1	-0.038078	0.055749	-0.683	0.4948
CONTR	1	0.176023	0.113536	1.550	0.1214
LIMCONTR	1	0.076299	0.099262	0.769	0.4423
CONEXPTR	1	-0.078175	0.125640	-0.622	0.5340
CONC	1	-0.042825	0.085314	-0.502	0.6158
LIMCON	1	-0.039874	0.067228	-0.593	0.5533
CONEXP	1	-0.023647	0.079780	-0.296	0.7670
ACAD	1	-0.305333	0.075982	-4.018	0.0001
SRVOC	1	-0.022015	0.089453	-0.246	0.8057
SRACAD	1	0.057817	0.075890	0.762	0.4464
LMEXP	1	0.002050282	0.0002302643	8.904	0.0001
TENURE	1	0.015752	0.004350302	3.621	0.0003
SESTEEM	1	0.007571096	0.005074022	1.492	0.1361
ENROLL	1	-0.521450	0.050750	-10.275	0.0001
POST01	1	0.110763	0.048057	2.305	0.0214
POST23	1	0.089601	0.063397	1.413	0.1579
POST4M	1	0.560659	0.090042	6.227	0.0001

TABLE C.19

DEP VARIABLE: LNHRPAY HS&D, HOURLY EARNINGS

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	58	14.611164	0.251917	2.313	0.0001
ERROR	461	50.205910	0.108907		
C TOTAL	519	64.817074			

ROOT MSE	0.330010	R-SQUARE	0.2254
DEP MEAN	1.440991	ADJ R-SQ	0.1280
C.V.	22.9016		

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR HO: PARAMETER=0	PROB > |T|
INTERCEP	1	1.327641	0.137629	9.646	0.0001
CONC	1	-0.102742	0.056265	-1.826	0.0685
LIMCON	1	-0.070112	0.047850	-1.464	0.1439
CONEXP	1	-0.021770	0.053780	-0.405	0.6858
MDTRANS	1	-0.265824	0.199219	-1.334	0.1828
ACAD	1	0.001021888	0.075463	0.014	0.9892
SRVOC	1	0.001356962	0.063378	0.021	0.9829
SRACAD	1	-0.031815	0.098172	-0.324	0.7460
CONTR	1	0.074669	0.093596	0.798	0.4254
LIMCONTR	1	0.042284	0.079197	0.534	0.5937
CONEXPTR	1	0.046779	0.101630	0.460	0.6455
HCAP	1	-0.005967785	0.046721	-0.128	0.8984
MDEN2LAN	1	-0.072597	0.145052	-0.500	0.6170
SES	1	0.022344	0.025414	0.879	0.3798
EAST	1	0.039024	0.043840	0.890	0.3739
SOUTH	1	0.033462	0.036807	0.909	0.3638
WEST	1	0.078883	0.058965	1.338	0.1816
LMEXP	1	0.001525884	0.006318132	2.415	0.0161
MDLMEXP	1	-0.098625	0.154584	-0.638	0.5238
TENURE	1	0.000583133	0.000689844	0.851	0.3950
MDTENURE	1	-0.036901	0.172354	-0.214	0.8306
TEST	1	-0.000143318	0.002532581	-0.057	0.9549
MDTEST	1	0.104233	0.121849	0.855	0.3928
ENROLL	1	-0.075184	0.049160	-1.529	0.1269
POST0	1	0.029553	0.048841	0.605	0.5454
POST1	1	0.080997	0.060388	1.341	0.1805
POST2	1	0.117366	0.147730	0.794	0.4273
INDETER	1	0.001653978	0.051349	0.032	0.9743
MDPOST	1	-0.038485	0.127717	-0.301	0.7633
WORKCOMP	1	-0.003724O4	0.023680	-0.157	0.8751
MDWKCOMP	1	0.340159	0.211352	1.609	0.1082
EIGHT	1	0.033348	0.036935	0.903	0.3671
MDEIGHT	1	0.051692	0.043301	1.194	0.2332
GPA10	1	0.041989	0.024829	1.691	0.0915
MDGPA10	1	0.003763195	0.059284	0.063	0.9494
WORKINMS	1	-0.015422	0.038381	-0.402	0.6880
SPOUSE	1	0.089860	0.058473	1.537	0.1250
KID	1	-0.026883	0.044982	-0.599	0.5495
URBRURAL	1	-0.018601	0.035963	-0.517	0.6052
PROFTECH	1	-0.016577	0.108069	-0.153	0.8782
MGR	1	0.285670	0.097263	2.937	0.0035
SALES	1	-0.079776	0.081798	-0.975	0.3299
CLERK	1	-0.012770	0.061830	-0.207	0.8365
CRAFT	1	-0.160848	0.068460	-2.350	0.0192
OPERATE	1	0.021712	0.071150	0.305	0.7604
FARMLAB	1	-0.555816	0.342339	-1.624	0.1051
SERVICE	1	-0.106097	0.056942	-1.863	0.0631
PHHSERV	1	-0.924737	0.178559	-5.179	0.0001
MDOCCUP	1	-0.127620	0.149259	-0.855	0.3928
SELFEST	1	-0.018786	0.022176	-0.847	0.3974
MDSLFEST	1	0.122224	0.414618	0.295	0.7683
LOCOFCON	1	-0.028730	0.024106	-1.192	0.2340
MDLOCCON	1	-0.263102	0.341981	-0.769	0.4421
ABSENT	1	-0.001074O4	0.012503	-0.086	0.9316
DISCIPPR	1	0.016421	0.042788	0.384	0.7013
MDDISPRB	1	-0.127138	0.119684	-1.062	0.2887
LAWTRBLE	1	-0.052544	0.093290	-0.563	0.5736
MDLAWTRL	1	0.115896	0.126929	0.913	0.3617
FEMALE	1	-0.071831	0.036676	-1.959	0.0508

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TABLE C.19

HS&B, MONTHLY EARNINGS

DEP VARIABLE: LAMTHPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	58	19.539935	0.336895	2.684	0.0001
ERROR	461	57.869570	0.125531		
C TOTAL	519	77.409505			

ROOT MSE	0.354303	R-SQUARE	0.2524
DEP MEAN	6.591601	ADJ R-SQ	0.1584
C.V.	5.375065		

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR HO: PARAMETER=0	PROB > |T|
INTERCEP	1	6.415695	0.147761	43.420	0.0001
CONC	1	-0.073878	0.060406	-1.223	0.2219
LIMCON	1	-0.030707	0.051416	-0.597	0.5507
CONEXP	1	-0.014665	0.057739	-0.254	0.7996
MDTRANS	1	-0.127792	0.213884	-0.597	0.5505
ACAD	1	0.020577	0.081018	0.254	0.7996
SRVCC	1	-0.012971	0.068043	-0.191	0.8489
SRACAD	1	-0.061361	0.105399	-0.582	0.5607
CONTR	1	0.035568	0.100486	0.354	0.7235
LIMCONTR	1	0.099407	0.085027	1.169	0.2430
CONEXPTR	1	0.075716	0.109112	0.694	0.4881
HCAP	1	0.017565	0.050160	0.350	0.7264
MDEN2LAN	1	-0.031413	0.155730	-0.202	0.8402
SES	1	0.039369	0.027285	1.443	0.1497
EAST	1	0.086777	0.047067	1.844	0.0659
SOUTH	1	0.063509	0.039517	1.607	0.1087
WEST	1	0.074110	0.063305	1.171	0.2423
LMEXP	1	0.002078154	0.000678228	3.064	0.0023
MDLMEXP	1	-0.231089	0.165963	-1.392	0.1645
TENURE	1	0.00027292 49	0.000735408	0.371	0.7107
MDTENURE	1	0.068845	0.185041	0.372	0.7100
TEST	1	0.000439480 3	0.002719012	0.162	0.8717
MDTEST	1	0.090464	0.130819	0.692	0.4896
ENROLL	1	-0.107665	0.052779	-2.040	0.0419
POST0	1	0.002015868	0.052436	0.038	0.9694
POST1	1	0.048730	0.064834	0.752	0.4527
POST2	1	0.106513	0.158605	0.672	0.5022
INDETER	1	-0.006048 39	0.055129	-0.110	0.9127
MDPOST	1	-0.095476	0.137118	-0.696	0.4866
WORKCOMP	1	-0.004589 35	0.025423	-0.181	0.8568
MDWKCOMP	1	0.347703	0.226911	1.532	0.1261
EIGHT	1	0.018606	0.039654	0.469	0.6391
MDEIGHT	1	0.044325	0.046488	0.953	0.3409
GPA10	1	0.048947	0.026657	1.836	0.0670
MDGPA10	1	0.017676	0.063648	0.278	0.7814
WORKINHS	1	-0.005559 12	0.041206	-0.135	0.8927
SPOUSE	1	0.101143	0.062777	1.611	0.1078
KID	1	0.000181578 5	0.048186	0.004	0.9970
URBRURAL	1	0.004528856	0.038611	0.117	0.9067
PROFTECH	1	-0.014624	0.116024	-0.126	0.8998
MGR	1	0.363492	0.104422	3.481	0.0005
SALES	1	-0.134478	0.087819	-1.531	0.1264
CLERK	1	-0.049066	0.066382	-0.739	0.4602
CRAFT	1	-0.056655	0.073499	-0.771	0.4412
OPERATE	1	0.041136	0.076387	0.539	0.5905
FARMLAB	1	-0.889481	0.367540	-2.420	0.0159
SERVICE	1	-0.127966	0.061134	-2.093	0.0369
PHHSERV	1	-0.916721	0.191703	-4.782	0.0001
MDOCCUP	1	-0.182194	0.160246	-1.137	0.2561
SELFEST	1	-0.034351	0.023809	-1.443	0.1498
MDSLFEST	1	0.112985	0.445139	0.254	0.7997
LOCOFCON	1	-0.007879 86	0.025881	-0.304	0.7609
MDLOCCON	1	-0.447703	0.367155	-1.219	0.2233
ABSENT	1	-.000036747 8	0.013424	-0.003	0.9978
DISCIPPR	1	0.047729	0.045938	1.039	0.2994
MDDISPRE	1	-0.082099	0.128495	-0.639	0.5232
LAWTRBLE	1	-0.076204	0.100158	-0.761	0.4471
MDLAWTRL	1	0.208039	0.136273	1.527	0.1275
FEMALE	1	-0.104117	0.039376	-2.644	0.0085

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TABLE C.19

NLS, HOURLY EARNINGS

DEP VARIABLE: LNHRPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	28	41.273938	1.474069	13.304	0.0001
ERROR	818	90.634443	0.110800		
C TOTAL	846	131.908			
ROOT MSE		0.332866	R-SQUARE	0.3129	
DEP MEAN		1.576017	ADJ R-SQ	0.2894	
C.V.		21.12074			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > |T|
INTERCEP	1	0.970994	0.144705	6.710	0.0001
SES	1	0.002922261	0.001750906	1.669	0.0955
NEAST	1	-0.00317797	0.044147	-0.072	0.9426
SOUTH	1	-0.041810	0.036591	-1.143	0.2535
WEST	1	0.079859	0.052348	1.526	0.1275
RURAL	1	-0.027640	0.040075	-0.690	0.4906
ENG	1	0.019666	0.060267	0.326	0.7443
FEMALE	1	-0.126353	0.024086	-5.246	0.0001
AFQT	1	0.003262986	0.0008045852	4.055	0.0001
MDAFQT	1	-0.140842	0.080863	-1.742	0.0819
GPA10	1	-0.015873	0.019795	-0.802	0.4229
MDGPA10	1	0.041037	0.034598	1.186	0.2359
CONTR	1	0.097214	0.065492	1.484	0.1381
LIMCONTR	1	0.069223	0.061184	1.131	0.2582
CONEXPTR	1	0.153569	0.083838	1.832	0.0674
CONC	1	-0.00331284	0.054002	-0.061	0.9511
LIMCON	1	-0.00289892	0.041164	-0.070	0.9439
CONEXP	1	0.029217	0.051973	0.562	0.5742
ACAD	1	0.058265	0.046120	1.263	0.2068
SRVOC	1	0.118615	0.052089	2.277	0.0230
SRACAD	1	-0.00080539	0.042787	-0.019	0.9850
LMEXP	1	0.00122458	0.000149325	8.201	0.0001
TENURE	1	0.017551	0.002855692	6.146	0.0001
HOURS	1	-0.00139097	0.002006001	-0.693	0.4883
SESTEEM	1	0.006167325	0.003258124	1.893	0.0587
ENROLL	1	-0.00958901	0.038918	-0.246	0.8054
POST01	1	0.032669	0.031356	1.042	0.2978
POST23	1	0.104939	0.036213	2.898	0.0039
POST4M	1	0.221654	0.047105	4.706	0.0001

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TABLE C.19

NLS, MONTHLY EARNINGS

DEP VARIABLE: LNMTHPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	27	43.179119	1.599227	13.007	0.0001
ERROR	819	100.698	0.122952		
C TOTAL	846	143.877			
ROOT MSE		0.350646	R-SQUARE	0.3001	
DEP MEAN		6.742129	ADJ R-SQ	0.2770	
C.V.		5.200817			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > !T!
INTERCEP	1	6.094406	0.125448	48.581	0.0001
SES	1	0.003133789	0.001844125	1.699	0.0896
NEAST	1	-0.013768	0.046501	-0.296	0.7672
SOUTH	1	-0.034308	0.038528	-0.890	0.3735
WEST	1	0.084773	0.055141	1.537	0.1246
RURAL	1	-0.039945	0.042185	-0.947	0.3440
ENG	1	0.005799497	0.063464	0.091	0.9272
FEMALE	1	-0.158963	0.025133	-6.325	0.0001
AFQT	1	0.002955349	0.0008471753	3.488	0.0005
MDAFQT	1	-0.189733	0.085068	-2.230	0.0260
GPA10	1	-0.023761	0.020837	-1.140	0.2545
MDGPA10	1	0.025985	0.036403	0.714	0.4755
CONTR	1	0.080811	0.068956	1.172	0.2416
LIMCONTR	1	0.041506	0.064369	0.645	0.5192
CONEXPTR	1	0.133833	0.088274	1.516	0.1299
CONC	1	-0.022482	0.056839	-0.396	0.6926
LIMCON	1	0.003122361	0.043354	0.072	0.9426
CONEXP	1	-0.00728606	0.054616	-0.133	0.8939
ACAD	1	0.011737	0.048335	0.243	0.8082
SRVOC	1	0.092879	0.054801	1.695	0.0905
SRACAD	1	-0.016510	0.045042	-0.367	0.7140
LMEXP	1	0.001303302	0.0001571283	8.295	0.0001
TENURE	1	0.016001	0.003003068	5.328	0.0001
SESTEEM	1	0.007783705	0.003426367	2.272	0.0234
ENROLL	1	-0.017245	0.040984	-0.421	0.6740
POST01	1	0.031546	0.033029	0.955	0.3398
POST23	1	0.093713	0.038116	2.459	0.0142
POST4M	1	0.246566	0.049572	4.974	0.0001

TABLE C.20

NLS, HOURLY EARNINGS

DEP VARIABLE: LNHRPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	28	51.514970	1.839820	15.311	0.0001
ERROR	1223	146.955	0.120160		
C TOTAL	1251	198.470			
ROOT MSE		0.346640	R-SQUARE	0.2596	
DEP MEAN		1.505444	ADJ R-SQ	0.2426	
C.V.		23.02579			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > !T!
INTERCEP	1	0.845491	0.104803	8.067	0.0001
SES	1	0.002588175	0.00151018	1.714	0.0868
NEAST	1	0.057970	0.036251	1.599	0.1101
SOUTH	1	0.002059344	0.028922	0.071	0.9432
WEST	1	0.114484	0.043038	2.660	0.0079
RURAL	1	0.002988471	0.035473	0.084	0.9329
ENG	1	-0.048414	0.051696	-0.937	0.3492
FEMALE	1	-0.092080	0.020633	-4.463	0.0001
AFQT	1	0.002616662	0.0007132193	3.669	0.0003
MDAFQT	1	-0.053761	0.063166	-0.851	0.3949
GPA10	1	-0.00371692	0.017067	-0.218	0.8276
MDGPA10	1	0.044535	0.029304	1.520	0.1288
CONTR	1	0.065737	0.062148	1.058	0.2904
LIMCONTR	1	0.076299	0.054418	1.402	0.1611
CONEXPTR	1	0.132712	0.080110	1.657	0.0979
CONC	1	-0.034517	0.047216	-0.731	0.4649
LIMCON	1	0.023506	0.034628	0.679	0.4974
CONEXP	1	0.046370	0.043854	1.057	0.2905
ACAD	1	0.018898	0.037733	0.501	0.6166
SRVOC	1	0.062854	0.045281	1.388	0.1654
SRACAD	1	-0.012908	0.035945	-0.359	0.7196
LMEXP	1	0.001274188	0.0001344345	9.478	0.0001
TENURE	1	0.010882	0.002355159	4.620	0.0001
HOURS	1	0.003164719	0.0009654179	3.278	0.0011
SESTEEM	1	0.004436495	0.00278516	1.593	0.1114
ENROLL	1	-0.061026	0.029408	-2.075	0.0382
POST01	1	0.033552	0.027522	1.219	0.2230
POST23	1	0.045952	0.031035	1.481	0.1390
POST4M	1	0.215781	0.043079	5.009	0.0001

TABLE C.20

NLS, MONTHLY EARNINGS

DEP VARIABLE: LNMTHPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	27	171.428	6.349190	21.165	0.0001
ERROR	1224	367.182	0.299985		
C TOTAL	1251	538.610			
ROOT MSE		0.547709	R-SQUARE	0.3183	
DEP MEAN		6.418805	ADJ R-SQ	0.3032	
C.V.		8.532882			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > |T|
INTERCEP	1	5.606155	0.159927	35.054	0.0001
SES	1	0.005779858	0.002383899	2.425	0.0155
NEAST	1	0.188349	0.057058	3.301	0.0010
SOUTH	1	0.147427	0.045360	3.250	0.0012
WEST	1	0.224122	0.067877	3.302	0.0010
RURAL	1	-0.036302	0.056037	-0.648	0.5172
ENG	1	-0.053627	0.081666	-0.657	0.5115
FEMALE	1	-0.209965	0.032236	-6.513	0.0001
AFQT	1	0.002484205	0.001126838	2.205	0.0277
MDAFQT	1	-0.236907	0.099540	-2.380	0.0175
GPA10	1	-0.00871919	0.026963	-0.323	0.7465
MDGPA10	1	-0.019492	0.046226	-0.422	0.6733
CONTR	1	0.122219	0.098179	1.245	0.2134
LIMCONTR	1	0.057406	0.085969	0.668	0.5044
CONEXPTR	1	0.178901	0.126575	1.413	0.1578
CONC	1	-0.00480501	0.074604	-0.064	0.9487
LIMCON	1	0.015864	0.054713	0.290	0.7719
CONEXP	1	-0.032473	0.069198	-0,469	0.6390
ACAD	1	-0.038411	0.059544	-0.645	0.5190
SRVOC	1	0.068806	0.071535	0.962	0.3363
SRACAD	1	0.024000	0.056793	0.423	0.6727
LMEXP	1	0.002200612	0.0002094662	10.506	0.0001
TENURE	1	0.017561	0.003714298	4.728	0.0001
SESTEEM	1	0.010232	0.00439423	2.329	0.0200
ENROLL	1	-0.433807	0.044601	-9.726	0.0001
POST01	1	0.031026	0.043485	0.713	0.4757
POST23	1	-0.045479	0.048908	-0.930	0.3526
POST4M	1	0.222675	0.068050	3.272	0.0011

TABLE C.20

HS&B, HOURLY EARNINGS

DEP VARIABLE: LNHRPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	59	16.444113	0.278714	1.736	0.0008
ERROR	742	119.118	0.160536		
C TOTAL	801	135.562			

ROOT MSE	0.400670	R-SQUARE	0.1213
DEP MEAN	1.449485	ADJ R-SQ	0.0514
C.V.	27.64222		

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR HO: PARAMETER=0	PROB > |T|
INTERCEP	1	1.457344	0.132467	11.002	0.0001
CONC	1	-0.041897	0.054219	-0.773	0.4399
LIMCON	1	0.007257906	0.044851	0.162	0.8715
CONEXP	1	0.028522	0.051778	0.551	0.5819
MDTRANS	1	-0.313040	0.155829	-1.599	0.1104
ACAD	1	-0.016050	0.066429	-0.242	0.8091
SRVOC	1	-0.013864	0.061167	-0.227	0.8207
SRACAD	1	-0.055955	0.103461	-0.541	0.5888
CONTR	1	0.088192	0.090782	0.971	0.3316
LIMCONTR	1	-0.015228	0.082000	-0.186	0.8527
CONEXPTR	1	0.072873	0.107965	0.675	0.4999
HCAP	1	-0.032572	0.045903	-0.710	0.4782
MDEN2LAN	1	0.079223	0.139929	0.566	0.5715
SES	1	0.055174	0.023722	2.326	0.0203
MDSES	1	-0.286377	0.161025	-1.778	0.0757
EAST	1	0.069806	0.041733	1.673	0.0948
SOUTH	1	0.012175	0.035267	0.345	0.7300
WEST	1	0.061570	0.056422	1.091	0.2755
LMEXP	1	0.000069542	0.000064760	1.074	0.2832
MDLMEXP	1	-0.114087	0.168723	-0.676	0.4991
TENURE	1	0.000677105	0.000655299	0.974	0.3305
MDTENURE	1	-0.049879	0.186712	-0.267	0.7894
TEST	1	-0.002194005	0.002384056	-0.814	0.4160
MDTEST	1	0.017936	0.123318	0.145	0.8844
ENRCLL	1	-0.032739	0.044411	-0.737	0.4612
POST0	1	0.007015255	0.048478	0.145	0.8850
POST1	1	0.051970	0.054978	0.945	0.3448
POST2	1	-0.004688878	0.116135	-0.040	0.9678
INDETER	1	0.058577	0.051249	1.143	0.2534
MDPOST	1	-0.078292	0.107741	-0.727	0.4677
WORKCOMP	1	-0.010057	0.023275	-0.432	0.6658
MDWKCOMP	1	0.319537	0.207896	1.537	0.1247
EIGHT	1	0.008742785	0.035918	0.243	0.8078
MDEIGHT	1	0.034792	0.042301	0.822	0.4111
GPA10	1	0.037141	0.023917	1.553	0.1209
MDGPA10	1	0.051184	0.057458	0.891	0.3733
WORKINHS	1	-0.005395519	0.036339	-0.148	0.8820
SPOUSE	1	-0.010493	0.061550	-0.170	0.8647
KID	1	0.021247	0.045902	0.463	0.6436
URBRURAL	1	-0.032630	0.034578	-0.944	0.3456
PROFTECH	1	-0.115234	0.100972	-1.141	0.2541
MGR	1	0.174778	0.106569	1.640	0.1014
SALES	1	-0.104677	0.073367	-1.427	0.1541
CLERK	1	-0.064164	0.062464	-1.027	0.3047
CRAFT	1	-0.121173	0.072327	-1.675	0.0943
OPERATE	1	0.023705	0.075506	0.314	0.7537
FARMLAB	1	-0.491574	0.410821	-1.197	0.2319
SERVICE	1	-0.144849	0.058134	-2.492	0.0129
PHHSERV	1	-0.510586	0.135225	-3.776	0.0002
MDOCCUP	1	-0.158617	0.163735	-0.969	0.3330
SELFEST	1	-0.022282	0.021682	-1.028	0.3044
MDSLFEST	1	0.275809	0.460655	0.599	0.5495
LOCOFCON	1	-0.068186	0.023688	-2.879	0.0041
MDLOCCON	1	-0.358865	0.410629	-0.874	0.3824
ABSENT	1	0.019927	0.012113	1.645	0.1004
DISCIPPR	1	-0.000273173	0.042412	-0.006	0.9949
MDDISPRB	1	-0.154092	0.120799	-1.276	0.2025
LAWTRBLE	1	-0.026059	0.098918	-0.263	0.7923
MDLAWTRL	1	0.143121	0.131504	1.088	0.2768
FEMALE	1	-0.055814	0.034801	-1.604	0.1092

TABLE C.20

HS&B, MONTHLY EARNINGS

DEP VARIABLE: LNMTHPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	59	85.452211	1.448343	4.871	0.0001
ERROR	742	220.641	0.297360		
C TOTAL	801	306.093			

ROOT MSE	0.545307	R-SQUARE	0.2792
DEP MEAN	6.284846	ADJ R-SQ	0.2219
C.V.	8.676538		

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR HO: PARAMETER=0	PROB > |T|
INTERCEP	1	6.511653	0.180285	36.119	0.0001
CONC	1	0.054580	0.073791	0.740	0.4597
LIMCON	1	-0.034047	0.061041	-0.558	0.5772
CONEXP	1	-0.011074	0.070469	-0.157	0.8752
MDTRANS	1	0.092982	0.266522	0.349	0.7273
ACAD	1	-0.00756659	0.090409	-0.084	0.9333
SRVOC	1	-0.020828	0.083248	-0.250	0.8025
SRACAD	1	0.013682	0.140809	0.097	0.9226
CONTR	1	0.092340	0.123553	0.747	0.4551
LIMCONTR	1	0.015363	0.111602	0.138	0.8905
CONEXPTR	1	0.207431	0.146939	1.412	0.1585
HCAP	1	-0.016152	0.062473	-0.259	0.7961
MDEN2LAN	1	-0.160809	0.190442	-0.844	0.3987
SES	1	0.101466	0.032285	3.143	0.0017
MDSES	1	-0.816470	0.219153	-3.726	0.0002
EAST	1	0.030450	0.056799	0.536	0.5920
SOUTH	1	-0.011605	0.047998	-0.242	0.8090
WEST	1	0.107682	0.076790	1.402	0.1612
LMEXP	1	0.003425319	0.000881388	3.886	0.0001
MDLMEXP	1	0.019467	0.229630	0.085	0.9325
TENURE	1	-0.000354773	0.009462954	-0.375	0.7078
MDTENURE	1	-0.018065	0.254113	-0.071	0.9433
TEST	1	-0.003344[illegible]	0.003244675	-1.031	0.3029
MDTEST	1	-0.075578	0.167835	-0.450	0.6526
ENROLL	1	-0.195961	0.060443	-3.242	0.0012
POST0	1	-0.061206	0.065978	-0.928	0.3539
POST1	1	-0.125554	0.074825	-1.678	0.0938
POST2	1	-0.120704	0.158059	-0.764	0.4453
INDETER	1	-0.048593	0.069749	0.697	0.4862
MDPOST	1	-0.262604	0.146634	-1.791	0.0737
WORKCOMP	1	0.000[illegible]03529	0.031677	0.028	0.9778
MDWKCOMP	1	0.776653	0.282944	2.745	0.0062
EIGHT	1	0.014473	0.048884	0.296	0.7673
MDEIGHT	1	0.023787	0.057571	0.413	0.6796
GPA10	1	0.008047256	0.032551	0.247	0.8048
MDGPA10	1	0.092939	0.078200	1.188	0.2350
WORKINHS	1	0.031252	0.049456	0.632	0.5276
SPOUSE	1	0.104574	0.083768	1.248	0.2123
KID	1	0.034833	0.062472	0.558	0.5773
URBRURAL	1	-0.00673168	0.047061	-0.143	0.8863
PROFTECH	1	-0.171173	0.137422	-1.246	0.2133
MGR	1	0.456846	0.145039	3.150	0.0017
SALES	1	-0.260234	0.099851	-2.606	0.0093
CLERK	1	-0.122405	0.085013	-1.440	0.1503
CRAFT	1	-0.041310	0.098437	-0.420	0.6749
OPERATE	1	0.085586	0.102763	0.833	0.4052
FARMLAB	1	-0.658831	0.559123	-1.178	0.2390
SERVICE	1	-0.197012	0.079120	-2.490	0.0130
PHHSERV	1	-1.241183	0.184040	-6.744	0.0001
MDOCCUP	1	0.039834	0.222842	0.179	0.8582
SELFEST	1	-0.043231	0.029509	-1.465	0.1433
MDSLFEST	1	-0.267960	0.626947	-0.427	0.6692
LOCOFCON	1	-0.00649372	0.032239	-0.201	0.8404
MDLOCCON	1	-0.439047	0.558862	-0.786	0.4323
ABSENT	1	0.019963	0.016486	1.211	0.2263
DISCIPPR	1	-0.016421	0.057722	-0.284	0.7761
MDDISPRB	1	-0.304698	0.164407	-1.853	0.0642
LAWTRBLE	1	-0.000900663	0.[illegible]34626	-0.007	0.9947
MDLAWTRL	1	0.518898	0.178975	2.899	0.0039
FEMALE	1	-0.154478	0.047364	-3.262	0.0012

TABLE C.21

HS&B, HOURLY EARNINGS

DEP VARIABLE: LNHRPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	65	41.387896	0.635506	5.367	0.0001
ERROR	3192	377.994	0.118419		
C TOTAL	3257	419.382			
ROOT MSE		0.344121	R-SQUARE	0.0985	
DEP MEAN		1.394126	ADJ R-SQ	0.0802	
C.V.		24.68361			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > |T|
INTERCEP	1	1.263605	0.071536	17.664	0.0001
CONC	1	0.042820	0.021593	1.983	0.0474
LIMCON	1	0.021644	0.019122	1.132	0.2578
CONEXP	1	0.016595	0.021255	0.781	0.4350
MDTRANS	1	0.050915	0.084067	0.606	0.5448
ACAD	1	0.007604766	0.023864	0.319	0.7500
SRVOC	1	-0.00451582	0.027407	-0.165	0.8691
SRACAD	1	0.042671	0.045878	0.930	0.3524
CONTR	1	0.091774	0.039222	2.340	0.0194
LIMCONTR	1	-0.00871579	0.038863	-0.224	0.8226
CONEXPTR	1	0.011953	0.054812	0.218	0.8274
HISPF	1	0.034625	0.020434	1.694	0.0903
NATF	1	-0.023089	0.044217	-0.522	0.6016
BLF	1	0.055995	0.021413	2.615	0.0090
OF	1	0.063809	0.032745	1.949	0.0514
HCAP	1	0.003624899	0.020657	0.175	0.8607
MDHCAP	1	0.077308	0.208444	0.371	0.7108
ENG2LANG	1	0.043207	0.038658	1.118	0.2638
MDEN2LAN	1	0.026270	0.052870	0.497	0.6193
SES	1	0.038415	0.010243	3.750	0.0002
MDSES	1	-0.211450	0.103930	-2.035	0.0420
EAST	1	0.028289	0.019203	1.473	0.1408
SOUTH	1	0.010549	0.017137	0.616	0.5382
WEST	1	0.059679	0.020379	2.928	0.0034
LMEXP	1	0.0009680858	0.000261529	3.702	0.0002
MDLMEXP	1	-0.066758	0.058887	-1.134	0.2570
TENURE	1	0.0002957357	0.0002507217	1.180	0.2383
MDTENURE	1	-0.011776	0.072608	-0.162	0.8712
TEST	1	0.0008233176	0.001014197	0.812	0.4170
MDTEST	1	-0.00251491	0.063341	-0.040	0.9683
ENROLL	1	-0.036780	0.018496	-1.984	0.0473
POST0	1	0.012684	0.021532	0.589	0.5559
POST1	1	-0.0044896	0.024275	-0.185	0.8533
POST2	1	-0.00965983	0.043577	-0.222	0.8246
INDETER	1	0.024159	0.020139	1.200	0.2304
MDPOST	1	0.030831	0.044450	0.694	0.4880
WORKCOMP	1	0.010355	0.009598013	1.079	0.2807
MDWKCOMP	1	-0.241742	0.182936	-1.321	0.1864
EIGHT	1	0.011529	0.014568	0.791	0.4288
MDEIGHT	1	0.058327	0.023283	2.505	0.0123
GPA10	1	-0.011235	0.010565	-1.063	0.2877
MDGPA10	1	-0.000693112	0.027467	-0.025	0.9799
WORKINHS	1	0.025780	0.017129	1.505	0.1324
SPOUSE	1	-0.000664266	0.019451	-0.034	0.9728
KID	1	-0.010539	0.025152	-0.419	0.6752
URBRURAL	1	-0.052266	0.012847	-4.068	0.0001
PROFTECH	1	0.032052	0.055110	0.582	0.5609
MGR	1	0.110925	0.059556	1.863	0.0626
SALES	1	-0.079611	0.048460	-1.643	0.1005
CLERK	1	0.031266	0.046622	0.671	0.5025
CRAFT	1	0.002250803	0.062976	0.036	0.9715
OPERATE	1	0.058937	0.052213	1.129	0.2591
FARM	1	0.898920	0.348981	2.576	0.0100
FARMLAB	1	-0.221657	0.103385	-2.146	0.0320
SERVICE	1	-0.042656	0.046925	-0.909	0.3634
PHHSERV	1	-0.523012	0.069841	-7.489	0.0001
MDOCCUP	1	-0.117159	0.109962	-1.065	0.2868
SELFEST	1	-0.013935	0.008758299	-1.591	0.1117
MDSLFEST	1	0.155651	0.318272	0.489	0.6248
LOCOFCON	1	-0.011414	0.011435	-0.998	0.3182
MDLOCCON	1	0.108680	0.272689	0.399	0.6903
ABSENT	1	0.0008051297	0.005076238	1.586	0.1128
DISCIPPR	1	-0.000245966	0.021909	-0.011	0.9910
MDDISPRB	1	0.059594	0.122035	0.488	0.6253
LAWTRBLE	1	-0.069200	0.049565	-1.396	0.1628
MDLAWTRL	1	-0.139207	0.100955	-1.379	0.1680

BEST COPY AVAILABLE

TABLE C.21

HS&B, MONTHLY EARNINGS

DEP VARIABLE: LNMTHPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	65	246.229	3.788136	11.848	0.0001
ERROR	3192	1020.600	0.319737		
C TOTAL	3257	1266.829			
ROOT MSE		0.565453	R-SQUARE	0.1944	
DEP MEAN		6.178353	ADJ R-SQ	0.1780	
C.V.		9.15216			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > |T|
INTERCEP	1	6.335552	0.117547	53.898	0.0001
CONC	1	0.096017	0.035481	2.706	0.0068
LIMCON	1	0.046158	0.031421	1.469	0.1419
CONEXP	1	0.048486	0.034926	1.388	0.1652
MDTRANS	1	0.101154	0.138138	0.732	0.4641
ACAD	1	-0.042968	0.039213	-1.096	0.2733
SRVOC	1	-0.020244	0.045035	-0.450	0.6531
SRACAD	1	0.005721179	0.075385	0.076	0.9395
CONTR	1	0.150705	0.064450	2.338	0.0194
LIMCONTR	1	-0.038805	0.063858	-0.608	0.5435
CONEXPTR	1	-0.043513	0.090065	-0.483	0.6290
HISPF	1	0.028982	0.033577	0.861	0.3894
NATF	1	-0.019701	0.072656	-0.271	0.7863
BLF	1	-0.010243	0.035185	-0.291	0.7710
OF	1	0.018575	0.053807	0.345	0.7299
HCAP	1	-0.013266	0.033944	-0.391	0.6960
MDHCAP	1	-0.281905	0.342512	-0.823	0.4105
ENG2LANG	1	0.086876	0.063523	1.368	0.1715
MDEN2LAN	1	-0.018442	0.086875	-0.212	0.8319
SES	1	0.083986	0.016831	4.990	0.0001
MDSES	1	0.036215	0.170776	0.212	0.8321
EAST	1	-0.022232	0.031554	-0.705	0.4811
SOUTH	1	-0.045746	0.028159	-1.625	0.1044
WEST	1	0.035640	0.033486	1.064	0.2873
LMEXP	1	0.001119547	0.0004297396	2.605	0.0092
MDLMEXP	1	-0.188597	0.096763	-1.949	0.0514
TENURE	1	0.0002554103	0.0004119812	0.620	0.5353
MDTENURE	1	0.221300	0.119309	1.855	0.0637
TEST	1	-0.000175524	0.00166651	-0.105	0.9161
MDTEST	1	0.075444	0.104081	0.725	0.4686
ENROLL	1	-0.286329	0.030392	-9.421	0.0001
POST0	1	0.043512	0.035382	1.230	0.2189
POST1	1	-0.155726	0.039888	-3.904	0.0001
POST2	1	-0.275882	0.071605	-3.853	0.0001
INDETER	1	-0.013871	0.033093	-0.419	0.6751
MDPOST	1	-0.053461	0.073039	-0.732	0.4643
WORKCOMP	1	0.043148	0.015771	2.736	0.0063
MDWKCOMP	1	0.056271	0.300598	0.187	0.8515
EIGHT	1	0.019604	0.023938	0.819	0.4129
MDEIGHT	1	0.066855	0.038259	1.747	0.0807
GPA10	1	-0.040021	0.017361	-2.305	0.0212
MDGPA10	1	0.044234	0.045133	0.980	0.3271
WORKINHS	1	0.078087	0.028145	2.774	0.0056
SPOUSE	1	0.026921	0.031962	0.842	0.3997
KID	1	-0.048089	0.041329	-1.164	0.2447
URBRURAL	1	-0.063649	0.021110	-3.015	0.0026
PROFTECH	1	-0.046277	0.090556	-0.511	0.6094
MGR	1	0.313009	0.097861	3.199	0.0014
SALES	1	-0.139511	0.079629	-1.752	0.0799
CLERK	1	0.026539	0.076608	0.346	0.7290
CRAFT	1	0.150560	0.103481	1.455	0.1458
OPERATE	1	0.221123	0.085795	2.577	0.0100
FARM	1	1.627221	0.573440	2.838	0.0046
FARMLAB	1	-0.156754	0.169749	-0.923	0.3558
SERVICE	1	-0.085942	0.077107	-1.115	0.2651
PHHSERV	1	-0.739947	0.114762	-6.622	0.0001
MDOCCUP	1	-0.00554862	0.180688	-0.031	0.9755
SELFEST	1	-0.027451	0.014391	-1.907	0.0566
MDSLFEST	1	-0.187415	0.522979	-0.358	0.7201
LOCOFCON	1	0.014561	0.018789	0.775	0.4384
MDLOCCON	1	-0.148722	0.448078	-0.332	0.7400
ABSENT	1	0.014491	0.008341181	1.737	0.0824
DISCIPPR	1	-0.030245	0.036081	-0.840	0.4009
MDDISPRB	1	0.075577	0.200526	0.377	0.7063
LAWTRBLE	1	0.045151	0.081444	0.554	0.5794
MDLAWTRL	1	0.035073	0.165887	0.211	0.8326

TABLE C.21

NLS, HOURLY EARNINGS

DEP VARIABLE: LNHRPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	31	141.522	4.565220	37.798	0.0001
ERROR	3181	384.198	0.120779		
C TOTAL	3212	525.720			
ROOT MSE		0.347533	R-SQUARE	0.2692	
DEP MEAN		1.521070	ADJ R-SQ	0.2621	
C.V.		22.84792			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > !T!
INTERCEP	1	0.650752	0.064158	10.143	0.0001
SES	1	0.002211506	0.0008992629	2.459	0.0140
NEAST	1	0.078700	0.019430	4.050	0.0001
SOUTH	1	0.030410	0.017042	1.784	0.0744
WEST	1	0.096976	0.020389	4.756	0.0001
RURAL	1	-0.045865	0.019547	-2.346	0.0190
ENG	1	-0.031704	0.031026	-1.022	0.3069
HISF	1	0.073665	0.021365	3.448	0.0006
BLF	1	0.063225	0.019045	3.320	0.0009
NATF	1	0.005451557	0.031110	0.175	0.8609
OTHF	1	0.007953589	0.021184	0.375	0.7073
AFQT	1	0.003316471	0.0005163487	6.423	0.0001
MDAFQT	1	0.012701	0.035409	0.359	0.7199
GPA10	1	0.006620794	0.010635	0.623	0.5336
MDGPA10	1	0.011923	0.019552	0.610	0.5420
CONTR	1	0.082280	0.038192	2.154	0.0313
CONC	1	-0.042273	0.024680	-1.713	0.0868
LIMCONTR	1	0.023075	0.033304	0.693	0.4884
LIMCON	1	0.003103156	0.020738	0.150	0.8811
CONEXPTR	1	-0.00225036	0.046224	-0.049	0.9612
CONEXP	1	0.035543	0.024857	1.430	0.1528
ACAD	1	-0.027691	0.022383	-1.237	0.2161
SRVOC	1	0.011809	0.032798	0.360	0.7188
SRACAD	1	0.019800	0.025793	0.768	0.4427
LMEXP	1	0.001040345	.00008075434	12.883	0.0001
TENURE	1	0.013410	0.001491177	8.993	0.0001
HOURS	1	0.002836549	0.0006070557	4.673	0.0001
SESTEEM	1	0.004230781	0.001661502	2.546	0.0109
ENROLL	1	-0.081388	0.018267	-4.456	0.0001
POST01	1	0.050240	0.017459	2.878	0.0040
POST23	1	0.062101	0.020727	2.996	0.0028
POST4M	1	0.228708	0.023220	9.850	0.0001

TABLE C.21

NLS, MONTHLY EARNINGS

DEP VARIABLE: LNMTHPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	30	436.657	14.555221	47.542	0.0001
ERROR	3182	974.180	0.306153		
C TOTAL	3212	1410.836			
ROOT MSE		0.553311	R-SQUARE	0.3095	
DEP MEAN		6.410813	ADJ R-SQ	0.3030	
C.V.		8.630906			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > |T|
INTERCEP	1	5.302267	0.099375	53.356	0.0001
SES	1	0.003469233	0.001431534	2.423	0.0154
NEAST	1	0.122780	0.030918	3.971	0.0001
SOUTH	1	0.153069	0.026976	5.674	0.0001
WEST	1	0.190093	0.032383	5.870	0.0001
RURAL	1	-0.082287	0.031116	-2.644	0.0082
ENG	1	-0.025282	0.049395	-0.512	0.6088
HISP	1	0.118445	0.034005	3.483	0.0005
BLF	1	0.049076	0.030319	1.619	0.1056
NATF	1	0.029699	0.049523	0.600	0.5487
OTHF	1	0.003451339	0.033726	0.102	0.9185
AFQT	1	0.003991344	0.00082201	4.856	0.0001
MDAFQT	1	-0.037426	0.056360	-0.664	0.5067
GPA10	1	-0.010161	0.016930	-0.600	0.5484
MDGPA10	1	0.023727	0.031128	0.762	0.4460
CONTR	1	0.171630	0.060782	2.824	0.0048
CONC	1	0.011709	0.039279	0.298	0.7656
LIMCONTR	1	0.045413	0.053022	0.856	0.3918
LIMCON	1	0.007673321	0.033017	0.232	0.8162
CONEXPTR	1	0.011626	0.073594	0.158	0.8745
CONEXP	1	0.027041	0.039574	0.683	0.4945
ACAD	1	-0.00732392	0.035636	-0.206	0.8372
SRVOC	1	0.022010	0.052217	0.422	0.6734
SRACAD	1	0.057870	0.041062	1.409	0.1588
LMEXP	1	0.001825263	0.0001272824	14.340	0.0001
TENURE	1	0.022503	0.00236506	9.515	0.0001
SESTEEM	1	0.008338192	0.002642534	3.155	0.0016
ENROLL	1	-0.462837	0.027875	-16.604	0.0001
POST01	1	0.060275	0.027796	2.168	0.0302
POST23	1	0.024515	0.032989	0.743	0.4575
POST4M	1	0.255345	0.036959	6.909	0.0001

TABLE C.22

HS&B, HOURLY EARNINGS

DEP VARIABLE: LNHRPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	64	34.522036	0.539454	5.444	0.0001
ERROR	1886	186.895	0.099096		
C TOTAL	1950	221.420			

ROOT MSE	0.314795	R-SQUARE	0.1559
DEP MEAN	1.412493	ADJ R-SQ	0.1273
C.V.	22.28648		

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR HO: PARAMETER=0	PROB > |T|
INTERCEP	1	1.153618	0.084937	13.582	0.0001
COMC	1	0.026901	0.024965	1.078	0.2814
LIMCON	1	0.013719	0.022508	0.610	0.5422
CONEXP	1	0.026402	0.025179	1.049	0.2945
MOTRANS	1	0.015443	0.096953	0.159	0.8735
ACAD	1	0.022258	0.032420	0.687	0.4925
SRVOC	1	-0.013231	0.032373	-0.409	0.6828
SRACAD	1	0.077791	0.057837	1.345	0.1788
CONTP	1	0.105289	0.042699	2.466	0.0138
LIMCONTP	1	0.038698	0.047105	0.822	0.4115
CONEXPTR	1	0.043225	0.061734	0.700	0.4839
HISEF	1	0.036548	0.023926	1.528	0.1268
NATF	1	0.009555526	0.051197	0.187	0.8520
BLF	1	0.023985	0.025824	0.929	0.3531
OF	1	0.051298	0.042565	1.204	0.2286
HCAP	1	-0.012195	0.024250	-0.503	0.6151
ENG2LANG	1	0.028350	0.045142	0.628	0.5301
MDEP2LAN	1	-0.042271	0.056144	-0.753	0.4518
SES	1	0.014610	0.012390	1.179	0.2385
MOSES	1	-0.205762	0.095893	-2.146	0.0320
EAST	1	0.006862861	0.022662	0.303	0.7620
SOUTH	1	-0.014505	0.020164	-0.719	0.4720
WEST	1	0.037214	0.023869	1.559	0.1191
LMEXP	1	0.001407259	0.000304746	4.683	0.0001
MDLMEXP	1	-0.042598	0.075900	-0.561	0.5747
TENURE	1	.000007096702	0.000029203553	0.243	0.8080
MDTENURE	1	-0.050710	0.088562	-0.573	0.5670
TEST	1	0.003076636	0.001182793	2.601	0.0094
MDTEST	1	-0.000320054	0.070472	-0.045	0.9638
ENROLL	1	-0.020890	0.022192	-0.941	0.3467
POSTO	1	-0.000117043	0.023172	-0.051	0.9597
POST1	1	-0.016849	0.029418	-0.573	0.5669
POST2	1	-0.028457	0.062628	-0.454	0.6496
INDETER	1	0.010790	0.021919	0.492	0.6226
MDPOST	1	0.000244484	0.052867	0.156	0.8761
MDPRECMP	1	0.000813182	0.011438	0.772	0.4401
MDWPRCMP	1	-0.106989	0.245385	-0.432	0.6658
EIGHT	1	0.011818	0.017023	0.694	0.4876
MDEIGHT	1	0.043511	0.026785	1.624	0.1044
BPAIC	1	0.00243387	0.012634	0.193	0.8473
MDBPAIC	1	0.025656	0.032068	0.800	0.4238
MDPRIPHS	1	0.017043	0.020552	0.829	0.4071
SPOUSF	1	-0.006975863	0.020695	-0.337	0.7361
KIT	1	-0.027011	0.027007	-1.000	0.3174
LMPRUFAL	1	-0.036948	0.015327	-2.411	0.0160
PROFTECH	1	0.026641	0.068170	0.391	0.6960
PGR	1	0.121951	0.068307	1.785	0.0744
SALES	1	-0.099195	0.060371	-1.643	0.1005
CLERK	1	0.030338	0.057646	0.526	0.5988
CRAFT	1	0.010537	0.071771	0.147	0.8833
OPERATE	1	0.060977	0.061768	0.987	0.3237
FARP	1	0.845398	0.322433	2.622	0.0088
FARPLAB	1	-0.098996	0.126301	-0.784	0.4333
SERVICE	1	-0.058757	0.058098	-1.011	0.3120
FMPSERV	1	-0.749784	0.087181	-8.600	0.0001
MDCCUP	1	-0.087144	0.125948	-0.692	0.4891
SELFEST	1	-0.017272	0.010420	-1.658	0.0976
MDSLFEST	1	0.260363	0.415209	0.627	0.5307
LOCFFCON	1	-0.010778	0.013514	-0.798	0.4252
MDLCCON	1	0.141855	0.325033	0.436	0.6626
ABSENT	1	0.001859083	0.005953466	0.319	0.7501
DISCIPPR	1	0.009596566	0.025163	0.396	0.6921
MDDISPRP	1	-0.149769	0.186691	-0.802	0.4229
LAWTRPLE	1	-0.099855	0.055515	-1.799	0.0722
MDLAWTRL	1	-0.075742	0.109862	-0.689	0.4906

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TABLE C.22

HS&B, MONTHLY EARNINGS

DEP VARIABLE: LNMTHPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	64	40.216853	0.628388	5.457	0.0001
ERROR	1896	217.194	0.115161		
C TOTAL	1960	257.411			

ROOT MSE	0.339354	R-SQUARE	0.1562
DEP MEAN	6.436184	ADJ R-SQ	0.1276
C.V.	5.19193		

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR HO: PARAMETER=0	PROB > |T|
INTERCEP	1	6.305812	0.091564	68.868	0.0001
CONC	1	0.015516	0.026912	0.577	0.5643
LIBCON	1	0.024001	0.024260	0.989	0.3226
CONSERV	1	0.026916	0.027143	0.992	0.3215
MOTRANS	1	0.000663914	0.104517	0.064	0.9494
ACAD	1	0.004934527	0.034960	0.141	0.8877
SRVCC	1	-0.017279	0.034899	-0.495	0.6206
GRACAD	1	0.078965	0.062349	1.267	0.2055
CONTR	1	0.120864	0.046031	2.626	0.0087
LIBCONTR	1	0.061604	0.050780	1.213	0.2252
CONSERTR	1	0.061664	0.066560	0.927	0.3543
HISPF	1	0.035629	0.025793	1.381	0.1673
NATF	1	0.013881	0.055151	0.252	0.8014
BLF	1	0.015599	0.027839	0.560	0.5753
CF	1	0.060704	0.045918	1.322	0.1863
MCAP	1	-0.001994S4	0.026142	-0.076	0.9392
ENGL2LANG	1	0.048623	0.048664	0.999	0.3178
OTHR2LAN	1	-0.054793	0.069150	-0.792	0.4282
SES	1	0.020462	0.013357	1.532	0.1257
POSES	1	-0.190244	0.103378	-1.840	0.0659
EAST	1	0.005037001	0.024420	0.206	0.8367
SOUTH	1	-0.011314	0.021757	-0.521	0.6028
WEST	1	0.043769	0.025751	1.390	0.1647
LNEXP	1	0.001288504	0.000239164	3.978	0.0001
POLYEXP	1	-0.015018	0.020821	-0.721	0.4708
TEALRE	1	.0000247226	0.000314817	0.262	0.7934
POTENURE	1	-0.001679	0.024772	-0.070	0.9442
TEST	1	0.003754687	0.001275069	2.945	0.0033
POTEST	1	-0.004327737	0.075970	-0.057	0.9546
ENROLL	1	-0.070980	0.023923	-2.967	0.0030
POST0	1	-0.005261129	0.024980	-0.211	0.8332
POST1	1	-0.007382706	0.031709	-0.233	0.8159
POST2	1	-0.025382	0.029514	-0.865	0.3873
INDEXTER	1	0.008241766	0.023629	0.349	0.7273
POPCST	1	-0.004021649	0.056992	-0.071	0.9438
WORKCOMP	1	0.010519	0.012330	0.853	0.3937
POWRCOMP	1	-0.216242	0.264533	-0.817	0.4138
EIGHT	1	0.011989	0.018352	0.653	0.5137
POEIGHT	1	0.044471	0.028874	1.540	0.1237
EPAID	1	0.001568355	0.013620	0.115	0.9083
POCPAID	1	0.011093	0.034570	0.321	0.7483
WORKHRS	1	0.022551	0.022185	1.018	0.3089
SPOUSE	1	-0.012258	0.022309	-0.549	0.5827
KID	1	-0.042846	0.029115	-1.472	0.1413
UPPERPAL	1	-0.030119	0.016518	-1.823	0.0684
PROFTECH	1	-0.000294249	0.073482	-0.004	0.9968
PGR	1	0.151800	0.073636	2.062	0.0394
SALES	1	-0.173934	0.065081	-2.673	0.0076
CLERK	1	-0.016468	0.062144	-0.265	0.7910
CRAFT	1	0.074367	0.077371	0.961	0.3366
OPERATE	1	0.067691	0.066587	1.017	0.3095
FARM	1	1.251763	0.347588	3.601	0.0003
FARMLAB	1	-0.031521	0.136188	-0.232	0.8169
SERVICE	1	-0.111046	0.062631	-1.773	0.0764
PHYSERV	1	-0.717038	0.093982	-7.629	0.0001
MODCCUP	1	-0.176424	0.135774	-1.299	0.1940
SELFEST	1	-0.025585	0.011233	-2.278	0.0229
POSIFEST	1	0.164160	0.447662	0.367	0.7138
LOCFFCON	1	-0.013557	0.014568	-0.931	0.3522
POLCFCON	1	0.141345	0.350391	0.403	0.6867
ARSENT	1	-0.000115275	0.006290596	-0.018	0.9854
DISCIPPR	1	0.014068	0.027126	0.519	0.6041
POCISPRP	1	-0.009949596	0.201213	-0.047	0.9624
LAWTPPLE	1	-0.044435	0.059844	-0.743	0.4579
POLAWTRL	1	-0.062306	0.118432	-0.526	0.5989

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TABLE C.22

NLS, HOURLY EARNINGS

DEP VARIABLE: LNHRPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	31	86.217536	2.781211	25.389	0.0001
ERROR	2089	228.834	0.109542		
C TOTAL	2120	315.051			
ROOT MSE		0.330972	R-SQUARE	0.2737	
DEP MEAN		1.590782	ADJ R-SQ	0.2629	
C.V.		20.8056			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > |T|
INTERCEP	1	0.794010	0.092134	8.618	0.0001
SES	1	0.002007415	0.001045773	1.920	0.0551
NEAST	1	0.087436	0.023245	3.762	0.0002
SOUTH	1	0.025710	0.020325	1.265	0.2060
WEST	1	0.100180	0.024380	4.109	0.0001
RURAL	1	-0.058159	0.023238	-2.503	0.0124
ENG	1	-0.00176507	0.035564	-0.050	0.9604
HISF	1	0.080076	0.024455	3.274	0.0011
BLF	1	0.071209	0.022594	3.152	0.0016
NATF	1	0.052851	0.034880	1.515	0.1299
OTHF	1	0.0007965599	0.025672	0.031	0.9752
AFQT	1	0.003782553	0.0006000318	6.304	0.0001
MDAFQT	1	0.042379	0.041910	1.011	0.3120
GPA10	1	0.006698923	0.012367	0.542	0.5881
MDGPA10	1	0.011822	0.022518	0.525	0.5996
CONTR	1	0.075223	0.040885	1.840	0.0659
CONC	1	-0.021776	0.028702	-0.759	0.4481
LIMCONTR	1	0.006670685	0.037401	0.178	0.8585
LIMCON	1	-0.00588856	0.024519	-0.240	0.8102
CONEXPTR	1	-0.022295	0.051032	-0.437	0.6622
CONEXP	1	0.006111928	0.029411	0.208	0.8354
ACAD	1	-0.019036	0.027033	-0.704	0.4814
SRVOC	1	0.022512	0.037527	0.600	0.5486
SRACAD	1	0.006817706	0.029621	0.230	0.8180
LMEXP	1	0.0009932775	.00009122648	10.888	0.0001
TENURE	1	0.013748	0.001798033	7.646	0.0001
HOURS	1	-0.00296973	0.001422735	-2.087	0.0370
SESTEEM	1	0.006125415	0.001950553	3.140	0.0017
ENROLL	1	-0.040684	0.023376	-1.740	0.0819
POST01	1	0.052398	0.019633	2.669	0.0077
POST23	1	0.067505	0.024126	2.798	0.0052
POST4M	1	0.227721	0.025923	8.785	0.0001

TABLE C.22

NLS, MONTHLY EARNINGS

DEP VARIABLE: LNMTHPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	30	89.183869	2.972796	25.008	0.0001
ERROR	2090	248.449	0.118875		
C TOTAL	2120	337.633			
ROOT MSE		0.344783	R-SQUARE	0.2641	
DEP MEAN		6.743863	ADJ R-SQ	0.2536	
C.V.		5.112538			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > !T!
INTERCEP	1	5.797959	0.077017	75.282	0.0001
SES	1	0.002068138	0.001089403	1.898	0.0578
NEAST	1	0.081594	0.024212	3.370	0.0008
SOUTH	1	0.038421	0.021150	1.817	0.0694
WEST	1	0.115464	0.025367	4.552	0.0001
RURAL	1	-0.052733	0.024204	-2.179	0.0295
ENG	1	-0.00980063	0.037039	-0.265	0.7913
HISF	1	0.072039	0.025464	2.829	0.0047
BLF	1	0.060498	0.023518	2.572	0.0102
NATF	1	0.048887	0.036335	1.345	0.1786
OTHF	1	0.006918091	0.026739	0.259	0.7959
AFQT	1	0.003716677	0.0006250098	5.947	0.0001
MDAFQT	1	0.039068	0.043658	0.895	0.3710
GPA10	1	0.003680112	0.012882	0.286	0.7752
MDGPA10	1	0.009341096	0.023458	0.398	0.6905
CONTR	1	0.060431	0.042570	1.420	0.1559
CONC	1	-0.026400	0.029897	-0.883	0.3773
LIMCONTR	1	-0.011670	0.038936	-0.300	0.7644
LIMCON	1	-0.019174	0.025523	-0.751	0.4526
CONEXPTR	1	-0.047125	0.053129	-0.887	0.3752
CONEXP	1	0.004365656	0.030637	0.142	0.8867
ACAD	1	-0.032716	0.028139	-1.163	0.2451
SRVOC	1	0.011274	0.039078	0.289	0.7730
SRACAD	1	-0.013597	0.030814	-0.441	0.6591
LMEXP	1	0.001031828	.00009499324	10.862	0.0001
TENURE	1	0.012942	0.001871844	6.914	0.0001
SESTEEM	1	0.007458557	0.002028914	3.676	0.0002
ENROLL	1	-0.043516	0.024351	-1.787	0.0741
POST01	1	0.050244	0.020449	2.457	0.0141
POST23	1	0.077987	0.025123	3.104	0.0019
POST4M	1	0.241980	0.026991	8.965	0.0001

TABLE C.23

HS&B, HOURLY EARNINGS

DEP VARIABLE: LNHRPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	58	24.246325	0.418040	4.229	0.0001
ERROR	1265	125.056	0.098858		
C TOTAL	1323	149.302			
ROOT MSE		0.314418	R-SQUARE	0.1624	
DEP MEAN		1.404882	ADJ R-SQ	0.1240	
C.V.		22.38037			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > |T|
INTERCEP	1	1.168295	0.099256	11.771	0.0001
CONC	1	0.059126	0.028965	2.041	0.0414
LIMCON	1	0.041424	0.028220	1.468	0.1424
CONEXP	1	0.049195	0.030217	1.628	0.1038
MDTRANS	1	0.202790	0.126908	1.598	0.1103
ACAD	1	0.008705323	0.038683	0.225	0.8220
SRVOC	1	-0.020969	0.039798	-0.527	0.5984
SRACAD	1	0.067480	0.073758	0.915	0.3604
CONTR	1	0.172113	0.054149	3.179	0.0015
LIMCONTR	1	0.026734	0.059335	0.451	0.6524
CONEXPTR	1	-0.043600	0.107158	-0.407	0.6842
HCAP	1	-0.029653	0.030787	-0.963	0.3357
ENG2LANG	1	0.512491	0.160396	3.195	0.0014
MDEN2LAN	1	-0.163975	0.089859	-1.825	0.0683
SES	1	0.016581	0.015814	1.048	0.2946
MDSES	1	-0.221342	0.150095	-1.475	0.1405
EAST	1	0.015976	0.027689	0.577	0.5640
SOUTH	1	0.0005138735	0.024709	0.021	0.9834
WEST	1	0.040854	0.030874	1.323	0.1860
LMEXP	1	0.001117107	0.0003749431	2.979	0.0029
MDLMEXP	1	0.019946	0.101526	0.196	0.8443
TENURE	1	-.0000655351	0.0003494982	-0.188	0.8513
MDTENURE	1	-0.113408	0.117348	-0.966	0.3340
TEST	1	0.003342572	0.001477248	2.263	0.0238
MDTEST	1	-0.078475	0.088842	-0.883	0.3772
ENROLL	1	-0.017483	0.028109	-0.622	0.5341
POST0	1	0.00212609	0.029015	0.073	0.9416
POST1	1	-0.031870	0.036912	-0.863	0.3881
POST2	1	-0.00196725	0.082741	-0.024	0.9810
INDETER	1	0.009946224	0.026547	0.375	0.7080
MDPOST	1	0.023259	0.071652	0.325	0.7455
WORKCOMP	1	0.007268791	0.013877	0.524	0.6005
MDWKCOMP	1	-0.026345	0.319637	-0.082	0.9343
EIGHT	1	0.004952781	0.020961	0.236	0.8132
MDEIGHT	1	0.071023	0.036126	1.966	0.0495
GPA10	1	-0.00317284	0.015937	-0.199	0.8422
MDGPA10	1	0.021335	0.040860	0.522	0.6017
WORKINHS	1	0.017759	0.026559	0.669	0.5038
SPOUSE	1	-0.00273737	0.025253	-0.108	0.9137
KID	1	-0.024615	0.037663	-0.654	0.5135
URBRURAL	1	-0.034752	0.018279	-1.901	0.0575
PROFTECH	1	0.016456	0.076743	0.214	0.8302
MGR	1	0.091702	0.076496	1.199	0.2308
SALES	1	-0.129283	0.067113	-1.926	0.0543
CLERK	1	0.009209628	0.063382	0.145	0.8845
CRAFT	1	0.004120912	0.081900	0.050	0.9599
OPERATE	1	0.048211	0.068937	0.699	0.4845
FARM	1	0.846719	0.324258	2.611	0.0091
FARMLAB	1	-0.243925	0.144606	-1.687	0.0919
SERVICE	1	-0.080491	0.063623	-1.265	0.2061
PHHSERV	1	-0.705894	0.098619	-7.158	0.0001
SELFEST	1	-0.013755	0.012681	-1.085	0.2783
MDSLFEST	1	-0.030937	0.508161	-0.061	0.9515
LOCOFCON	1	0.006254881	0.017209	0.363	0.7163
MDLOCCON	1	0.156289	0.331579	0.471	0.6375
ABSENT	1	0.005528885	0.00714684	0.774	0.4393
DISCIPPR	1	0.00863306	0.032682	0.264	0.7917
LAWTRBLE	1	-0.110990	0.077748	-1.428	0.1537
MDLAWTRL	1	0.057574	0.162501	0.354	0.7232

TABLE C.23

HS&B, MONTHLY EARNINGS

DEP VARIABLE: LNMTHPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	58	29.768922	0.513257	4.401	0.0001
ERROR	1265	147.538	0.116631		
C TOTAL	1323	177.307			
ROOT MSE		0.341512	R-SQUARE	0.1679	
DEP MEAN		6.530407	ADJ R-SQ	0.1297	
C.V.		5.229571			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > |T|
INTERCEP	1	6.324139	0.107809	58.660	0.0001
CONC	1	0.039785	0.031461	1.265	0.2063
LIMCON	1	0.048541	0.030651	1.584	0.1135
CONEXP	1	0.045832	0.032821	1.396	0.1628
MDTRANS	1	0.175382	0.137844	1.272	0.2035
ACAD	1	-0.015296	0.042016	-0.364	0.7159
SRVOC	1	-0.025705	0.043228	-0.595	0.5522
SRACAD	1	0.070202	0.080186	0.876	0.3810
CONTR	1	0.181022	0.058815	3.078	0.0021
LIMCONTR	1	0.027484	0.064448	0.426	0.6698
CONEXPTR	1	-0.073635	0.116392	-0.633	0.5271
HCAP	1	-0.022979	0.033448	-0.687	0.4921
ENG2LANG	1	0.627619	0.174218	3.602	0.0003
MDEN2LAN	1	-0.195042	0.097603	-1.998	0.0459
SES	1	0.025732	0.017177	1.498	0.1344
MDSES	1	-0.133750	0.163030	-0.820	0.4121
EAST	1	0.002891093	0.030075	0.096	0.9234
SOUTH	1	-0.00632934	0.026838	-0.236	0.8136
WEST	1	0.049413	0.033534	1.474	0.1409
LMEXP	1	0.0009539086	0.0004072534	2.342	0.0193
MDLMEXP	1	0.023311	0.110274	0.211	0.8326
TENURE	1	.00008772042	0.0003796159	0.231	0.8173
MDTENURE	1	-0.077152	0.127461	-0.605	0.5451
TEST	1	0.003868861	0.001604548	2.411	0.0160
MDTEST	1	-0.102708	0.096498	-1.064	0.2874
ENROLL	1	-0.068446	0.030532	-2.242	0.0251
POST0	1	-0.000199777	0.031515	-0.006	0.9949
POST1	1	-0.022728	0.040093	-0.567	0.5709
POST2	1	-0.013320	0.089871	-0.148	0.8822
INDETER	1	0.00546835	0.028835	0.190	0.8496
MDPOST	1	-0.020139	0.077827	-0.259	0.7959
WORKCOMP	1	0.005711725	0.015073	0.379	0.7048
MDWKCOMP	1	-0.213303	0.347181	-0.614	0.5391
EIGHT	1	-0.00577811	0.022767	-0.254	0.7997
MDEIGHT	1	0.063076	0.039239	1.607	0.1082
GPA10	1	0.0009690663	0.017311	0.056	0.9554
MDGPA10	1	0.003079919	0.044381	0.069	0.9447
WORKINHS	1	0.016475	0.028848	0.571	0.5680
SPOUSE	1	0.003244992	0.027429	0.118	0.9058
KID	1	-0.068775	0.040909	-1.681	0.0930
URBRURAL	1	-0.019089	0.019854	-0.961	0.3365
PROFTECH	1	0.020459	0.083356	0.245	0.8062
MGR	1	0.126678	0.083088	1.525	0.1276
SALES	1	-0.202176	0.072896	-2.773	0.0056
CLERK	1	-0.031610	0.068844	-0.459	0.6462
CRAFT	1	0.080225	0.088958	0.902	0.3673
OPERATE	1	0.061166	0.074877	0.817	0.4141
FARM	1	1.261662	0.352201	3.583	0.0004
FARMLAB	1	-0.117732	0.157067	-0.750	0.4537
SERVICE	1	-0.128525	0.069106	-1.860	0.0631
PHHSERV	1	-0.656700	0.107118	-6.131	0.0001
SELFEST	1	-0.023847	0.013774	-1.731	0.0836
MDSLFEST	1	0.273000	0.551951	0.495	0.6210
LOCOFCON	1	0.001555381	0.018692	0.083	0.9337
MDLOCCON	1	0.173297	0.360152	0.481	0.6305
ABSENT	1	0.003807304	0.007762542	0.490	0.6239
DISCIPPR	1	-0.00083563	0.035498	-0.024	0.9812
LAWTRBLE	1	-0.054353	0.084448	-0.644	0.5199
MDLAWTRL	1	-0.045579	0.176585	-0.258	0.7963

TABLE C.23

NLS, HOURLY EARNINGS

DEP VARIABLE: LNHRPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	35	49.545253	1.415579	12.731	0.0001
ERROR	1023	113.746	0.111189		
C TOTAL	1058	163.291			
ROOT MSE		0.333449	R-SQUARE	0.3034	
DEP MEAN		1.606367	ADJ R-SQ	0.2796	
C.V.		20.75799			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > |T|
INTERCEP	1	0.853120	0.132165	6.455	0.0001
SES	1	0.0029095	0.001748101	1.664	0.0963
NEAST	1	0.106273	0.030941	3.435	0.0006
SOUTH	1	0.036942	0.027733	1.332	0.1831
WEST	1	0.105067	0.034704	3.028	0.0025
RURAL	1	-0.062488	0.031640	-1.975	0.0485
MDRURAL	1	0.055372	0.091036	0.608	0.5432
ENG	1	-0.034526	0.052134	-0.662	0.5080
AFQT	1	0.004100007	0.0009332261	4.393	0.0001
MDAFQT	1	0.110749	0.068114	1.626	0.1043
GPA10	1	0.013440	0.017995	0.747	0.4553
MDGPA10	1	-0.00730456	0.034932	-0.209	0.8344
CONTR	1	0.048533	0.055861	0.869	0.3851
CONC	1	0.025789	0.039050	0.660	0.5091
LIMCONTR	1	-0.012832	0.054130	-0.237	0.8127
LIMCON	1	-0.021775	0.035508	-0.613	0.5399
CONEXPTR	1	-0.010619	0.082198	-0.129	0.8972
CONEXP	1	-0.016223	0.041740	-0.389	0.6976
ACAD	1	-0.00375014	0.036673	-0.102	0.9186
SRVOC	1	0.035726	0.061266	0.583	0.5599
SRACAD	1	0.043293	0.045095	0.960	0.3373
LMEXP	1	0.0008950422	0.0001324198	6.759	0.0001
TENURE	1	0.018570	0.002805587	6.619	0.0001
HOURS	1	-0.00287835	0.001982536	-1.452	0.1468
SESTEEM	1	0.002093562	0.002788724	0.751	0.4530
MDESTEEM	1	0.022507	0.071158	0.316	0.7518
NEPOST0	1	0.071865	0.039300	1.829	0.0677
NEPOST1	1	-0.026051	0.040137	-0.649	0.5164
NEPOST2	1	0.039609	0.043474	0.911	0.3625
NEPOST3	1	0.115246	0.077438	1.488	0.1370
NEPOST4M	1	0.227458	0.037757	6.024	0.0001
POST0	1	0.035856	0.055916	0.641	0.5215
POST1	1	0.0003099499	0.070742	0.004	0.9965
POST2	1	-0.022166	0.067701	-0.327	0.7434
POST3	1	-0.095434	0.086138	-1.108	0.2682
POSTGTE4	1	0.208445	0.074568	2.795	0.0053

TABLE C.23

NLS, MONTHLY EARNINGS

DEP VARIABLE: LNMTHPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	34	51.898540	1.526428	12.579	0.0001
ERROR	1024	124.258	0.121345		
C TOTAL	1058	176.156			
ROOT MSE		0.348347	R-SQUARE	0.2946	
DEP MEAN		6.762028	ADJ R-SQ	0.2712	
C.V.		5.151513			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > !T!
INTERCEP	1	5.865935	0.111804	52.466	0.0001
SES	1	0.002877985	0.001826186	1.576	0.1153
NEAST	1	0.105541	0.032324	3.265	0.0011
SOUTH	1	0.050195	0.028938	1.735	0.0831
WEST	1	0.125057	0.036178	3.457	0.0006
RURAL	1	-0.056831	0.033044	-1.720	0.0858
MDRURAL	1	0.018398	0.095030	0.194	0.8465
ENG	1	-0.032510	0.054463	-0.597	0.5507
AFQT	1	0.004287068	0.000974848	4.398	0.0001
MDAFQT	1	0.126976	0.071137	1.785	0.0746
GPA10	1	0.010825	0.018797	0.576	0.5648
MDGPA10	1	-0.0080891	0.036491	-0.222	0.8246
CONTR	1	0.025183	0.058297	0.432	0.6659
CONC	1	0.007693407	0.040744	0.189	0.8503
LIMCONTR	1	-0.030046	0.056525	-0.532	0.5952
LIMCON	1	-0.030757	0.037080	-0.829	0.4070
CONEXPTR	1	-0.043089	0.085810	-0.502	0.6157
CONEXP	1	-0.017420	0.043602	-0.400	0.6896
ACAD	1	-0.00759848	0.038309	-0.198	0.8428
SRVOC	1	0.021302	0.063971	0.333	0.7392
SRACAD	1	0.028205	0.047080	0.599	0.5492
LMEXP	1	0.0009443228	0.0001382313	6.831	0.0001
TENURE	1	0.018127	0.002930476	6.186	0.0001
SESTEEM	1	0.002494976	0.002912864	0.857	0.3919
MDESTEEM	1	-0.00600394	0.074304	-0.081	0.9356
NEPOST0	1	0.064863	0.041042	1.580	0.1147
NEPOST1	1	-0.042382	0.041886	-1.012	0.3119
NEPOST2	1	0.049764	0.045399	1.096	0.2733
NEPOST3	1	0.129601	0.080891	1.602	0.1094
NEPOST4M	1	0.236162	0.039438	5.988	0.0001
POST0	1	0.031650	0.058411	0.542	0.5880
POST1	1	-0.019323	0.073871	-0.262	0.7937
POST2	1	-0.00294605	0.070676	-0.042	0.9668
POST3	1	-0.107084	0.089986	-1.190	0.2343
POSTGTE4	1	0.202835	0.077899	2.604	0.0094

TABLE C.24

HS&B, HOURLY EARNINGS

DEP VARIABLE: LNHRPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	60	30.747569	0.512459	4.626	0.0001
ERROR	2130	235.933	0.110767		
C TOTAL	2190	266.681			
ROOT MSE		0.332816	R-SQUARE	0.1153	
DEP MEAN		1.379975	ADJ R-SQ	0.0904	
C.V.		24.11755			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > |T|
INTERCEP	1	1.254239	0.085471	14.674	0.0001
CONC	1	0.000185	0.024645	2.442	0.0147
LIMCON	1	0.016500	0.023189	0.712	0.4768
CONEXP	1	0.032750	0.025126	1.303	0.1926
MDTRANS	1	0.175344	0.102987	1.703	0.0888
ACAD	1	-0.00380774	0.027363	-0.139	0.8893
SRVOC	1	-0.013618	0.033282	-0.409	0.6825
SRACAD	1	0.042924	0.054900	0.782	0.4344
CONTR	1	0.102692	0.049284	2.084	0.0373
LIMCONTR	1	0.027795	0.046591	0.597	0.5509
CONEXPTR	1	-0.022666	0.074727	-0.303	0.7617
HCAP	1	0.005003264	0.025481	0.196	0.8444
ENG2LANG	1	0.245656	0.150856	1.628	0.1036
MDEN2LAN	1	-0.062118	0.066872	-0.929	0.3530
SES	1	0.051673	0.012556	4.115	0.0001
MDSES	1	-0.233000	0.154459	-1.508	0.1316
EAST	1	0.026527	0.022731	1.167	0.2433
SOUTH	1	0.016115	0.020502	0.786	0.4319
WEST	1	0.064823	0.025507	2.541	0.0111
LMEXP	1	0.0008028165	0.0003127689	2.567	0.0103
MDLMEXP	1	-0.054058	0.068797	-0.786	0.4321
TENURE	1	0.0002540455	0.0002893202	0.878	0.3800
MDTENURE	1	0.004256871	0.086713	0.049	0.9609
TEST	1	0.001854835	0.001230828	1.507	0.1320
MDTEST	1	-0.026571	0.081098	-0.328	0.7432
ENROLL	1	-0.044435	0.022506	-1.974	0.0485
POST0	1	0.021778	0.026180	0.832	0.4056
POST1	1	-0.013083	0.029671	-0.441	0.6593
POST2	1	-0.016999	0.053675	-0.317	0.7515
INDETER	1	0.022563	0.023737	0.951	0.3420
MDPOST	1	0.093470	0.056908	1.642	0.1006
WORKCOMP	1	0.019448	0.011325	1.717	0.0861
MDWKCOMP	1	-0.242734	0.265062	-0.916	0.3599
EIGHT	1	-0.000605182	0.017428	-0.035	0.9723
MDEIGHT	1	0.057437	0.030810	1.864	0.0624
GPA10	1	-0.019719	0.013059	-1.510	0.1312
MDGPA10	1	-0.00963432	0.035010	-0.275	0.7832
WORKINHB	1	0.043997	0.021549	2.042	0.0413
SPOUSE	1	0.015783	0.022841	0.691	0.4896
KID	1	-0.027716	0.034135	-0.811	0.4172
URBRURAL	1	-0.046895	0.014823	-3.164	0.0016
PROFTECH	1	-0.00650084	0.065773	-0.099	0.9213
MGR	1	0.079056	0.069625	1.135	0.2563
SALES	1	-0.107049	0.057988	-1.846	0.0650
CLERK	1	0.0004294457	0.055901	0.008	0.9939
CRAFT	1	-0.00778136	0.075833	-0.103	0.9183
OPERATE	1	0.048984	0.062448	0.784	0.4329
FARM	1	0.906820	0.340193	2.666	0.0077
FARMLAB	1	-0.330666	0.111347	-2.970	0.0030
SERVICE	1	-0.069224	0.056009	-1.236	0.2166
PHHSERV	1	-0.571393	0.084140	-6.791	0.0001
MDOCCUP	1	-0.133240	0.138931	-0.959	0.3376
SELFEST	1	-0.00859617	0.018285	-0.836	0.4034
MDSLFEST	1	-0.061544	0.434591	-0.142	0.8874
LOCOFCON	1	0.004816328	0.014166	0.340	0.7339
MDLOCCON	1	0.138729	0.345049	0.402	0.6877
ABSENT	1	0.008411005	0.006088115	1.383	0.1667
DISCIPPR	1	0.001838362	0.027442	0.067	0.9466
MDDISPRB	1	0.237650	0.243150	0.977	0.3285
LAWTRBLE	1	-0.086210	0.067464	-1.278	0.2014
MDLAWTRL	1	-0.014837	0.159373	-0.093	0.9258

BEST COPY AVAILABLE

TABLE C.24

HS&B, MONTHLY EARNINGS

DEP VARIABLE: LNMTHPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	60	191.725	3.195417	10.027	0.0001
ERROR	2130	678.820	0.318695		
C TOTAL	2190	870.545			

ROOT MSE	0.564530	R-SQUARE	0.2202
DEP MEAN	6.172311	ADJ R-SQ	0.1983
C.V.	9.146176		

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > |T|
INTERCEP	1	6.476148	0.144978	44.670	0.0001
CONC	1	0.104755	0.041883	2.506	0.0123
LIMCON	1	0.043689	0.039333	1.111	0.2668
CONEXP	1	0.090171	0.042619	2.116	0.0345
MDTRANS	1	0.235159	0.174689	1.346	0.1784
ACAD	1	-0.071425	0.046413	-1.539	0.1240
SRVOC	1	-0.067313	0.056453	-1.192	0.2332
SRACAD	1	-0.016834	0.093122	-0.181	0.8566
CONTR	1	0.106604	0.083596	1.275	0.2024
LIMCONTR	1	-0.050768	0.079028	-0.642	0.5207
CONEXPTR	1	-0.370858	0.126753	-2.926	0.0035
HCAP	1	-0.017581	0.043221	-0.407	0.6842
ENG2LANG	1	0.529959	0.255886	2.071	0.0385
MDEN2LAN	1	-0.220380	0.113430	-1.943	0.0522
SES	1	0.097414	0.021298	4.574	0.0001
MDSES	1	0.100459	0.261996	0.383	0.7014
EAST	1	0.020460	0.038556	0.531	0.5957
SOUTH	1	-0.00131723	0.034776	-0.038	0.9698
WEST	1	0.074929	0.043265	1.732	0.0834
LNEXP	1	0.0002994922	0.0005385257	0.565	0.5725
MDLNEXP	1	-0.234397	0.116695	-2.009	0.0447
TENURE	1	0.0006916686	0.0004907515	1.409	0.1589
MDTENURE	1	0.263625	0.147085	1.792	0.0732
TEST	1	-0.00103902	0.002087758	-0.498	0.6188
MDTEST	1	0.104514	0.137560	0.760	0.4475
ENROLL	1	-0.342228	0.038175	-8.965	0.0001
POST0	1	0.060981	0.044407	1.373	0.1698
POST1	1	-0.115468	0.050329	-2.294	0.0219
POST2	1	-0.328748	0.091045	-3.523	0.0004
INDETER	1	-0.023956	0.040264	-0.595	0.5519
MDPOST	1	-0.052209	0.096529	-0.541	0.5887
WORKCOMP	1	0.045348	0.019210	2.360	0.0184
MDWKCOMP	1	0.348838	0.449685	0.776	0.4379
EIGHT	1	0.003078336	0.029562	0.104	0.9171
MDEIGHT	1	0.050947	0.052261	0.975	0.3297
GPA10	1	-0.039253	0.022152	-1.772	0.0765
MDGPA10	1	0.037056	0.059384	0.624	0.5327
WORKINHS	1	0.095253	0.036552	2.606	0.0092
SPOUSE	1	0.038314	0.038743	0.989	0.3228
KID	1	-0.084620	0.057935	-1.461	0.1443
URBRURAL	1	-0.061918	0.025144	-2.463	0.0139
PROFTECH	1	-0.117126	0.111565	-1.050	0.2939
MGR	1	0.184677	0.118099	1.564	0.1180
SALES	1	-0.214168	0.098360	-2.177	0.0296
CLERK	1	-0.043856	0.094820	-0.463	0.6438
CRAFT	1	0.117769	0.128629	0.916	0.3600
OPERATE	1	0.146351	0.105926	1.382	0.1672
FARM	1	1.567296	0.577043	2.716	0.0067
FARMLAB	1	-0.332270	0.188869	-1.759	0.0787
SERVICE	1	-0.191296	0.095004	-2.014	0.0442
PHHSERV	1	-0.692832	0.142720	-4.849	0.0001
MDOCCUP	1	-0.203541	0.235657	-0.864	0.3878
SELFEST	1	-0.023388	0.017446	-1.341	0.1802
MDSLFEST	1	-1.743859	0.737163	-2.365	0.0181
LOCOFCON	1	0.011523	0.024028	0.480	0.6316
MDLOCCON	1	0.439397	0.585279	0.751	0.4529
ABSENT	1	0.014056	0.010313	1.363	0.1730
DISCIPPR	1	-0.028315	0.046548	-0.608	0.5431
MDDISPRB	1	0.928070	0.412436	2.250	0.0245
LAWTRBLE	1	-0.042814	0.114434	-0.374	0.7083
MDLAWTRL	1	0.009531815	0.270331	0.035	0.9719

TABLE C.24

NLS, HOURLY EARNINGS

DEP VARIABLE: LNHRPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	35	83.223160	2.377805	18.707	0.0001
ERROR	1557	197.903	0.127106		
C TOTAL	1592	281.127			
ROOT MSE		0.356519	R-SQUARE	0.2960	
DEP MEAN		1.538084	ADJ R-SQ	0.2802	
C.V.		23.17941			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > !T!
INTERCEP	1	0.686826	0.094361	7.279	0.0001
SES	1	0.003693384	0.001516616	2.435	0.0150
NEAST	1	0.076075	0.026173	2.907	0.0037
SOUTH	1	0.031298	0.023986	1.305	0.1921
WEST	1	0.098147	0.029809	3.292	0.0010
RURAL	1	-0.051055	0.026946	-1.895	0.0583
MSRURAL	1	0.098153	0.083122	1.181	0.2379
ENG	1	-0.052305	0.047317	-1.105	0.2692
AFQT	1	0.003290249	0.0008040553	4.092	0.0001
MDAFQT	1	0.027985	0.056060	0.499	0.6177
GPA10	1	0.013644	0.015754	0.866	0.3866
MDGPA10	1	-0.00468242	0.030779	-0.152	0.8791
CONTR	1	0.091462	0.052679	1.736	0.0827
CONC	1	-0.00662901	0.034265	-0.193	0.8466
LIMCONTR	1	0.019471	0.050230	0.388	0.6983
LIMCON	1	-0.00440059	0.030384	-0.145	0.8849
CONEXPTR	1	0.003609043	0.076877	0.047	0.9626
CONEXP	1	0.008312685	0.036390	0.228	0.8193
ACAD	1	0.017081	0.031217	0.547	0.5843
SRVOC	1	0.046272	0.053362	0.867	0.3860
SRACAD	1	0.072973	0.040798	1.789	0.0739
LMEXP	1	0.0009680624	0.0001199754	8.069	0.0001
TENURE	1	0.017937	0.00230469	7.783	0.0001
HOURS	1	0.002089234	0.0008910877	2.345	0.0192
SESTEEM	1	0.002783999	0.002415111	1.153	0.2492
MDESTEEM	1	-0.011687	0.059909	-0.195	0.8454
NEPOST0	1	0.059845	0.037032	1.616	0.1063
NEPOST1	1	-0.020425	0.037552	-0.544	0.5866
NEPOST2	1	0.038731	0.040497	0.956	0.3390
NEPOST3	1	0.082638	0.072218	1.144	0.2527
NEPOST4M	1	0.225771	0.034310	6.580	0.0001
POST0	1	-0.055890	0.038821	-1.440	0.1502
POST1	1	-0.095517	0.046667	-2.047	0.0408
POST2	1	-0.037697	0.047557	-0.793	0.4281
POST3	1	-0.112310	0.050780	-2.212	0.0271
POSTGTE4	1	0.194115	0.064634	3.003	0.0027

TABLE C.24

NLS, MONTHLY EARNINGS

DEP VARIABLE: LNMTHPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	34	245.760	7.228248	23.731	0.0001
ERROR	1558	474.543	0.304585		
C TOTAL	1592	720.304			
ROOT MSE		0.551892	R-SQUARE	0.3412	
DEP MEAN		6.436890	ADJ R-SQ	0.3268	
C.V.		8.573893			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > !T!
INTERCEP	1	5.265532	0.142536	36.942	0.0001
SES	1	0.002056872	0.002347131	0.876	0.3810
NEAST	1	0.114144	0.040504	2.818	0.0049
SOUTH	1	0.142299	0.036950	3.851	0.0001
WEST	1	0.197938	0.046033	4.300	0.0001
RURAL	1	-0.078339	0.041709	-1.878	0.0605
MDRURAL	1	0.072330	0.128669	0.562	0.5741
ENG	1	-0.023759	0.073244	-0.324	0.7457
AFQT	1	0.00529302	0.001243233	4.257	0.0001
MDAFQT	1	0.036047	0.086781	0.415	0.6779
GPA10	1	0.001930018	0.024386	0.079	0.9369
MDGPA10	1	-0.030898	0.047642	-0.649	0.5167
CONTR	1	0.151021	0.081530	1.852	0.0642
CONC	1	0.016516	0.053039	0.311	0.7555
LIMCONTR	1	0.127097	0.077685	1.636	0.1020
LIMCON	1	0.012561	0.047034	0.267	0.7895
CONEXPTR	1	0.011836	0.119006	0.099	0.9208
CONEXP	1	0.042131	0.056323	0.748	0.4546
ACAD	1	0.064267	0.048300	1.331	0.1835
SRVOC	1	0.081810	0.082604	0.990	0.3221
SRACAD	1	0.143588	0.063125	2.275	0.0231
LMEXP	1	0.001589373	0.0001844375	8.617	0.0001
TENURE	1	0.026925	0.003553181	7.578	0.0001
SESTEEM	1	0.005783881	0.003736331	1.548	0.1218
MDESTEEM	1	-0.173742	0.092612	-1.876	0.0608
NEPOST0	1	0.093416	0.057321	1.630	0.1034
NEPOST1	1	-0.019165	0.058129	-0.330	0.7417
NEPOST2	1	0.027231	0.062689	0.434	0.6641
NEPOST3	1	0.103101	0.111791	0.922	0.3565
NEPOST4M	1	0.227776	0.053111	4.289	0.0001
POST0	1	-0.460824	0.058846	-7.831	0.0001
POST1	1	-0.514207	0.071012	-7.241	0.0001
POST2	1	-0.393707	0.072798	-5.408	0.0001
POST3	1	-0.612248	0.076961	-7.955	0.0001
POSTGTE4	1	0.027288	0.099922	0.273	0.7848

TABLE C.25

HS&B, HOURLY EARNINGS

DEP VARIABLE: LNHRPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	58	30.626106	0.528036	3.848	0.0001
ERROR	1471	201.834	0.137209		
C TOTAL	1529	232.460			
ROOT MSE		0.370417	R-SQUARE	0.1317	
DEP MEAN		1.528545	ADJ R-SQ	0.0975	
C.V.		24.2333			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > |T|
INTERCEP	1	1.438254	0.094429	15.231	0.0001
CONC	1	-0.033008	0.036665	-0.900	0.3681
LIMCON	1	-0.017862	0.030366	-0.588	0.5565
CONEXP	1	0.010673	0.039480	0.270	0.7869
MDTRANS	1	-0.192605	0.121571	-1.584	0.1133
ACAD	1	-0.028219	0.036488	-0.773	0.4394
SRVOC	1	0.138413	0.043801	3.160	0.0016
SRACAD	1	0.018836	0.075055	0.251	0.8019
CONTR	1	0.139417	0.046086	3.025	0.0025
LIMCONTR	1	0.178731	0.042688	4.187	0.0001
CONEXPTR	1	0.131308	0.061246	2.144	0.0322
HCAP	1	-0.070980	0.030207	-2.350	0.0189
ENG2LANG	1	0.261906	0.155113	1.688	0.0915
MDEN2LAN	1	0.105067	0.079041	1.329	0.1840
SES	1	0.062544	0.016017	3.905	0.0001
EAST	1	0.013849	0.030176	0.459	0.6463
SOUTH	1	0.036388	0.026748	1.360	0.1739
WEST	1	0.064758	0.033685	1.922	0.0547
LMEXP	1	0.001374287	0.00040349	3.406	0.0007
MDLMEXP	1	-0.143734	0.087988	-1.634	0.1025
TENURE	1	-0.000462826	0.0003745517	-1.236	0.2168
MDTENURE	1	0.193744	0.119309	1.624	0.1046
TEST	1	-0.00184989	0.001534751	-1.205	0.2283
MDTEST	1	0.064531	0.081041	0.796	0.4260
ENROLL	1	-0.047883	0.032277	-1.484	0.1382
POST0	1	0.040375	0.033042	1.222	0.2219
POST1	1	0.068459	0.039233	1.745	0.0812
POST2	1	0.048723	0.086411	0.564	0.5729
INDETER	1	0.037360	0.035996	1.038	0.2995
MDPOST	1	0.124271	0.076710	1.620	0.1054
WORKCOMP	1	0.013235	0.015421	0.858	0.3909
MDWKCOMP	1	-0.083369	0.172860	-0.482	0.6297
EIGHT	1	-0.00262392	0.023841	-0.110	0.9124
MDEIGHT	1	0.003132096	0.032670	0.096	0.9236
GPA10	1	0.005513586	0.016844	0.327	0.7435
MDGPA10	1	0.045194	0.045687	0.989	0.3227
WORKINHS	1	0.037267	0.038144	0.977	0.3287
SPOUSE	1	0.088652	0.044792	1.979	0.0480
KID	1	0.048838	0.063221	0.768	0.4475
URBRURAL	1	0.020695	0.019963	1.037	0.3001
PROFTECH	1	-0.021964	0.050997	-0.431	0.6668
MGR	1	0.031895	0.059430	0.537	0.5916
SALES	1	-0.029786	0.047103	-0.631	0.5283
CLERK	1	-0.068466	0.044852	-1.526	0.1271
CRAFT	1	-0.065151	0.030782	-2.117	0.0345
OPERATE	1	0.019787	0.032366	0.611	0.5411
FARM	1	0.354983	0.264904	1.340	0.1804
FARMLAB	1	-0.338676	0.054854	-6.174	0.0001
SERVICE	1	-0.136128	0.033456	-4.069	0.0001
MDOCCUP	1	0.149179	0.143581	1.039	0.2990
SELFEST	1	-0.00211529	0.014648	-0.144	0.8852
MDSLFEST	1	-0.431327	0.320449	-1.346	0.1785
LOCOFCON	1	-0.00500545	0.016921	-0.296	0.7674
MDLOCCON	1	0.364824	0.281987	1.291	0.1968
ABSENT	1	0.015396	0.007894899	1.950	0.0514
DISCIPPR	1	-0.040593	0.027358	-1.484	0.1381
MDDISPRB	1	-0.144665	0.155213	-0.932	0.3515
LAWTRBLE	1	0.074916	0.039689	1.888	0.0593
MDLAWTRL	1	0.056474	0.151037	0.374	0.7085

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TABLE C.25

HS&B, MONTHLY EARNINGS

DEP VARIABLE: LNMTHPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	58	39.898265	0.687901	4.288	0.0001
ERROR	1471	235.998	0.160434		
C TOTAL	1529	275.896			
ROOT MSE		0.400542	R-SQUARE	0.1446	
DEP MEAN		6.731085	ADJ R-SQ	0.1109	
C.V.		5.950624			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > |T|
INTERCEP	1	6.607820	0.102106	64.714	0.0001
CONC	1	-0.039878	0.039647	-1.006	0.3147
LIMCON	1	-0.019153	0.032836	-0.583	0.5598
CONEXP	1	-0.019693	0.042691	-0.461	0.6447
MDTRANS	1	-0.193254	0.131458	-1.470	0.1418
ACAD	1	-0.048413	0.039455	-1.024	0.3059
SRVOC	1	0.112612	0.047363	2.378	0.0176
SRACAD	1	0.063438	0.081159	0.782	0.4345
CONTR	1	0.095142	0.049834	1.909	0.0564
LIMCONTR	1	0.136741	0.046160	2.962	0.0031
CONEXPTR	1	0.107473	0.066227	1.623	0.1048
HCAP	1	-0.060230	0.032663	-1.844	0.0654
ENG2LANG	1	0.374832	0.167728	2.235	0.0256
MDEN2LAN	1	0.102856	0.085470	1.203	0.2290
SES	1	0.070743	0.017320	4.085	0.0001
EAST	1	0.022895	0.032630	0.702	0.4830
SOUTH	1	0.030361	0.028923	1.050	0.2940
WEST	1	0.038147	0.036425	1.047	0.2951
LMEXP	1	0.001182689	0.0004363043	2.711	0.0068
MDLMEXP	1	-0.117157	0.095136	-1.231	0.2183
TENURE	1	-0.000289347	0.0004050125	-0.714	0.4751
MDTENURE	1	0.119191	0.129011	0.924	0.3557
TEST	1	-0.00177721	0.001659567	-1.071	0.2844
MDTEST	1	0.142938	0.087632	1.631	0.1031
ENROLL	1	-0.119045	0.034902	-3.411	0.0007
POST0	1	0.025762	0.035738	0.721	0.4710
POST1	1	0.050598	0.042423	1.193	0.2332
POST2	1	0.079822	0.093438	0.846	0.3979
INDETER	1	0.016252	0.038924	0.418	0.6764
MDPOST	1	0.074442	0.082948	0.897	0.3696
WORKCOMP	1	0.011517	0.016675	0.691	0.4899
MDWKCOMP	1	-0.055864	0.186918	-0.299	0.7651
EIGHT	1	-0.00267826	0.025780	-0.104	0.9173
MDEIGHT	1	0.008186754	0.035327	0.232	0.8168
GPA10	1	0.015870	0.018213	0.871	0.3837
MDGPA10	1	0.032621	0.049403	0.660	0.5092
WORKINHS	1	0.070046	0.041246	1.698	0.0897
SPOUSE	1	0.077452	0.048434	1.599	0.1100
KID	1	0.092582	0.068363	1.353	0.1762
URBRURAL	1	0.007585728	0.021587	0.351	0.7253
PROFTECH	1	-0.015163	0.055145	-0.275	0.7834
MGR	1	0.099223	0.064264	1.544	0.1228
SALES	1	-0.047982	0.050934	-0.942	0.3463
CLERK	1	-0.113476	0.048500	-2.340	0.0194
CRAFT	1	0.011318	0.033286	0.340	0.7339
OPERATE	1	0.032130	0.034999	0.918	0.3587
FARM	1	0.467535	0.286448	1.632	0.1029
FARMLAB	1	-0.186893	0.059315	-3.151	0.0017
SERVICE	1	-0.201563	0.036177	-5.572	0.0001
MDOCCUP	1	0.151301	0.155258	0.975	0.3300
SELFEST	1	-0.00523929	0.015840	-0.331	0.7409
MDSLFEST	1	-0.418965	0.346510	-1.209	0.2268
LOCOFCON	1	0.003554315	0.018297	0.194	0.8460
MDLOCCON	1	0.201342	0.304834	0.660	0.5090
ABSENT	1	0.020672	0.008536961	2.421	0.0156
DISCIPPR	1	-0.039294	0.029583	-1.328	0.1843
MDDISPRB	1	-0.0055997	0.167836	-0.033	0.9734
LAWTRBLE	1	0.091040	0.042917	2.121	0.0341
MDLAWTRL	1	0.124939	0.163320	0.765	0.4444

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TABLE C.25

NLS, HOURLY EARNINGS

DEP VARIABLE: LNHRPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	35	61.024511	1.743557	9.485	0.0001
ERROR	1105	203.133	0.183831		
C TOTAL	1140	264.158			
ROOT MSE		0.428755	R-SQUARE	0.2310	
DEP MEAN		1.777744	ADJ R-SQ	0.2067	
C.V.		24.11792			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > |T|
INTERCEP	1	1.128181	0.151432	7.450	0.0001
SES	1	0.005337761	0.002142954	2.491	0.0129
NEAST	1	0.089494	0.037207	2.405	0.0163
SOUTH	1	0.073991	0.034034	2.174	0.0299
WEST	1	0.132860	0.039485	3.365	0.0008
RURAL	1	-0.085159	0.037786	-2.254	0.0244
MDRURAL	1	0.014162	0.117280	0.121	0.9039
ENG	1	0.117877	0.088384	1.334	0.1826
AFQT	1	0.00149497	0.001044143	1.432	0.1525
MDAFQT	1	0.129783	0.066001	1.966	0.0495
GPA10	1	0.009112342	0.021918	0.416	0.6777
MDGPA10	1	0.006558737	0.046655	0.141	0.8882
CONTR	1	0.081907	0.060479	1.354	0.1759
CONC	1	0.017086	0.064464	0.265	0.7910
LIMCONTR	1	0.033408	0.067097	0.498	0.6186
LIMCON	1	-0.031200	0.045479	-0.686	0.4928
CONEXPTR	1	-0.101626	0.092870	-1.094	0.2741
CONEXP	1	0.011365	0.065695	0.173	0.8627
ACAD	1	0.018034	0.042790	0.421	0.6735
SRVOC	1	0.007395939	0.076029	0.097	0.9225
SRACAD	1	0.098876	0.062272	1.588	0.1126
LMEXP	1	0.001593423	0.0001584684	10.055	0.0001
TENURE	1	0.011790	0.002973377	3.965	0.0001
HOURS	1	-0.00516108	0.001656097	-3.116	0.0019
SESTEEM	1	0.006727015	0.003562236	1.888	0.0592
MDESTEEM	1	-0.024743	0.085889	-0.288	0.7733
NEPOST0	1	0.041633	0.048724	0.854	0.3930
NEPOST1	1	0.074108	0.055392	1.338	0.1812
NEPOST2	1	0.023391	0.059049	0.396	0.6921
NEPOST3	1	-0.039616	0.120192	-0.330	0.7418
NEPOST4M	1	0.099764	0.047789	2.088	0.0371
POST0	1	-0.101980	0.066089	-1.543	0.1231
POST1	1	-0.069343	0.074558	-0.930	0.3525
POST2	1	-0.088457	0.076590	-1.155	0.2484
POST3	1	-0.103509	0.081935	-1.263	0.2067
POSTGTE4	1	0.185064	0.088705	2.086	0.0372

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TABLE C.25

NLS, MONTHLY EARNINGS

DEP VARIABLE: LNMTHPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	34	64.136630	1.886371	9.538	0.0001
ERROR	1106	218.740	0.197776		
C TOTAL	1140	282.877			
ROOT MSE		0.444720	R-SQUARE	0.2267	
DEP MEAN		6.992168	ADJ R-SQ	0.2030	
C.V.		6.360261			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > |T|
INTERCEP	1	6.109865	0.138662	44.063	0.0001
SES	1	0.005876213	0.002221584	2.645	0.0083
NEAST	1	0.056771	0.038423	1.478	0.1398
SOUTH	1	0.059864	0.035261	1.698	0.0898
WEST	1	0.110503	0.040880	2.703	0.0070
RURAL	1	-0.074573	0.039171	-1.904	0.0572
MDRURAL	1	-0.00372754	0.121618	-0.031	0.9756
ENG	1	0.104031	0.091659	1.135	0.2566
AFQT	1	0.001431152	0.001082895	1.322	0.1866
MDAFQT	1	0.124117	0.068450	1.813	0.0701
GPA10	1	0.007240554	0.022733	0.319	0.7502
MDGPA10	1	0.028758	0.048334	0.595	0.5520
CONTR	1	0.117896	0.062619	1.883	0.0600
CONC	1	0.027833	0.066846	0.416	0.6772
LIMCONTR	1	0.053862	0.069565	0.774	0.4389
LIMCON	1	-0.023398	0.047166	-0.496	0.6199
CONEXPTR	1	-0.095452	0.096321	-0.991	0.3219
CONEXP	1	0.031025	0.068110	0.456	0.6488
ACAD	1	0.017597	0.044383	0.396	0.6918
SRVOC	1	-0.00369391	0.078856	-0.047	0.9626
SRACAD	1	0.083645	0.064570	1.295	0.1954
LMEXP	1	0.001660157	0.0001642505	10.107	0.0001
TENURE	1	0.010983	0.003082064	3.564	0.0004
SESTEEM	1	0.007352934	0.003694151	1.990	0.0468
MDESTEEM	1	-0.016996	0.089087	-0.191	0.8487
NEPOST0	1	0.035999	0.050531	0.712	0.4764
NEPOST1	1	0.093853	0.057403	1.635	0.1023
NEPOST2	1	0.028937	0.061244	0.472	0.6367
NEPOST3	1	-0.055556	0.124650	-0.446	0.6559
NEPOST4M	1	0.112584	0.049535	2.273	0.0232
POST0	1	-0.138936	0.068451	-2.030	0.0426
POST1	1	-0.103678	0.077265	-1.342	0.1799
POST2	1	-0.114570	0.079394	-1.443	0.1493
POST3	1	-0.104793	0.084981	-1.233	0.2178
POSTGTE4	1	0.222829	0.091905	2.425	0.0155

TABLE C.26

HS&B, HOURLY EARNINGS

DEP VARIABLE: LNHRPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	59	36.833258	0.624293	4.528	0.0001
ERROR	1971	271.773	0.137886		
C TOTAL	2030	308.607			
ROOT MSE		0.371330	R-SQUARE	0.1194	
DEP MEAN		1.507124	ADJ R-SQ	0.0930	
C.V.		24.63833			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > |T|
INTERCEP	1	1.480245	0.082271	17.992	0.0001
CONC	1	-0.023162	0.033043	-0.701	0.4834
LIMCON	1	-0.010587	0.025707	-0.412	0.6805
CONEXP	1	-0.0095762	0.033673	-0.284	0.7761
MDTRANS	1	-0.092675	0.103247	-0.898	0.3695
ACAD	1	-0.025668	0.029739	-0.863	0.3882
SRVOC	1	0.126259	0.039152	3.225	0.0013
GRACAD	1	0.045340	0.059430	0.763	0.4456
CONTR	1	0.131833	0.042685	3.088	0.0020
LIMCONTR	1	0.159800	0.040114	3.984	0.0001
CONEXPTR	1	0.111702	0.059274	1.884	0.0596
HCAP	1	-0.059973	0.026408	-2.271	0.0233
ENG2LANG	1	0.293897	0.143488	2.048	0.0407
MDEN2LAN	1	0.027618	0.067116	0.412	0.6807
SES	1	0.066741	0.013675	4.881	0.0001
MDSES	1	-0.160201	0.168023	-0.953	0.3405
EAST	1	0.009166481	0.026478	0.346	0.7292
SOUTH	1	0.042878	0.023499	1.824	0.0683
WEST	1	0.101649	0.029565	3.438	0.0006
LMEXP	1	0.00109571	0.0003556158	3.081	0.0021
MDLMEXP	1	-0.157773	0.071012	-2.222	0.0264
TENURE	1	-0.000199953	0.0003385494	-0.605	0.5453
MDTENURE	1	0.198776	0.094085	2.113	0.0347
TEST	1	-0.00141334	0.001363365	-1.037	0.3000
MDTEST	1	0.014487	0.067127	0.216	0.8292
ENROLL	1	-0.038696	0.027483	-1.408	0.1593
POST0	1	0.028298	0.030283	0.934	0.3502
POST1	1	0.025504	0.034159	0.747	0.4554
POST2	1	-0.022732	0.069191	-0.329	0.7425
INDETER	1	0.019459	0.032077	0.607	0.5442
MDPOST	1	0.099110	0.066596	1.488	0.1369
WORKCOMP	1	0.020172	0.013153	1.534	0.1253
MDWKCOMP	1	-0.201527	0.141482	-1.424	0.1545
EIGHT	1	-0.011151	0.020752	-0.537	0.5911
MDEIGHT	1	0.021605	0.029318	0.737	0.4612
GPA10	1	-0.00700124	0.014567	-0.481	0.6308
MDGPA10	1	0.011384	0.039750	0.286	0.7746
WORKINHS	1	0.021776	0.031327	0.695	0.4871
SPOUSE	1	0.082677	0.042717	1.935	0.0531
KID	1	0.068200	0.060212	1.133	0.2575
URBRURAL	1	-0.00619596	0.017249	-0.359	0.7195
PROFTECH	1	-0.026453	0.041923	-0.631	0.5281
MGR	1	-0.000589677	0.054276	-0.011	0.9913
SALES	1	-0.055606	0.037608	-1.479	0.1394
CLERK	1	-0.087001	0.035097	-2.479	0.0133
CRAFT	1	-0.060154	0.028107	-2.140	0.0325
OPERATE	1	0.028607	0.028781	0.994	0.3204
FARM	1	0.108299	0.217104	0.499	0.6180
FARMLAB	1	-0.291581	0.051406	-5.672	0.0001
SERVICE	1	-0.145195	0.027519	-5.276	0.0001
MDOCCUP	1	0.066531	0.114927	0.579	0.5627
SELFEST	1	-0.00146004	0.012743	-0.115	0.9088
MDSLFEST	1	-0.263432	0.307143	-0.858	0.3912
LOCOFCON	1	0.008686381	0.014907	0.583	0.5602
MDLOCCON	1	0.311798	0.276724	1.127	0.2600
ABSENT	1	0.015722	0.006953738	2.261	0.0239
DISCIPPR	1	-0.00041589	0.024658	-0.341	0.7329
MDDISPRB	1	-0.100548	0.129206	-0.778	0.4365
LAWTRBLE	1	0.044375	0.035681	1.244	0.2138
MDLAWTRL	1	-0.00746948	0.125900	-0.059	0.9527

TABLE C.26

HS&B, MONTHLY EARNINGS

DEP VARIABLE: LNMTHPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	59	166.212	2.817156	9.601	0.0001
ERROR	1971	578.343	0.293426		
C TOTAL	2030	744.555			
ROOT MSE		0.541688	R-SQUARE	0.2232	
DEP MEAN		6.500734	ADJ R-SQ	0.2008	
C.V.		8.332723			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > |T|
INTERCEP	1	6.637495	0.120016	55.305	0.0001
CONC	1	0.022633	0.048203	0.470	0.6387
LIMCON	1	-0.030943	0.037500	-0.825	0.4094
CONEXP	1	-0.010282	0.049121	-0.208	0.8355
MDTRANS	1	-0.034059	0.150615	-0.226	0.8211
ACAD	1	-0.021158	0.043383	-0.488	0.6258
SRVOC	1	0.170199	0.057114	2.980	0.0029
SRACAD	1	0.086431	0.086695	0.997	0.3189
CONTR	1	0.059915	0.062268	0.962	0.3361
LIMCONTR	1	0.183949	0.058517	3.143	0.0017
CONEXPTR	1	0.228287	0.086468	2.639	0.0084
HCAP	1	-0.045502	0.038523	-1.181	0.2377
ENG2LANG	1	0.539171	0.209306	2.576	0.0101
MDEN2LAN	1	-0.054614	0.097907	-0.558	0.5770
SES	1	0.088382	0.019949	4.430	0.0001
MDSES	1	-0.041050	0.245109	-0.167	0.8670
EAST	1	-0.00356701	0.038613	-0.092	0.9264
SOUTH	1	0.031884	0.034280	0.930	0.3524
WEST	1	0.072324	0.043129	1.677	0.0937
LMEXP	1	0.0003684364	0.0005167644	0.710	0.4777
MDLMEXP	1	-0.217179	0.103591	-2.097	0.0362
TENURE	1	.00002356099	0.0004821982	0.049	0.9610
MDTENURE	1	0.037066	0.137249	0.270	0.7871
TEST	1	-0.00114364	0.001988846	-0.575	0.5653
MDTEST	1	0.004450833	0.097923	0.045	0.9638
ENROLL	1	-0.247602	0.040091	-6.176	0.0001
POST0	1	-0.00623781	0.044177	-0.141	0.8877
POST1	1	-0.084864	0.049830	-1.703	0.0887
POST2	1	-0.079634	0.100934	-0.789	0.4302
INDETER	1	-0.063374	0.046793	-1.354	0.1758
MDPOST	1	0.025528	0.097149	0.263	0.7928
WORKCOMP	1	0.030851	0.019188	1.608	0.1080
MDWKCOMP	1	-0.287564	0.206390	-1.393	0.1637
EIGHT	1	-0.019982	0.030272	-0.660	0.5093
MDEIGHT	1	0.046642	0.042768	1.091	0.2756
GPA10	1	-0.025602	0.021250	-1.205	0.2284
MDGPA10	1	-0.027724	0.057986	-0.478	0.6326
WORKHRS	1	0.083633	0.045699	1.830	0.0674
SPOUSE	1	0.107288	0.062315	1.722	0.0853
KID	1	0.109348	0.087836	1.245	0.2133
URBRURAL	1	-0.011230	0.025162	-0.446	0.6554
PROFTECH	1	-0.134634	0.061156	-2.201	0.0278
MGR	1	0.119669	0.079177	1.511	0.1308
SALES	1	-0.124125	0.054862	-2.263	0.0238
CLERK	1	-0.275577	0.051198	-5.383	0.0001
CRAFT	1	0.067329	0.041082	1.642	0.1007
OPERATE	1	0.067425	0.041986	1.606	0.1085
FARM	1	0.050872	0.316707	0.161	0.8724
FARMLAB	1	-0.044691	0.074991	-0.596	0.5513
SERVICE	1	-0.279086	0.040144	-6.952	0.0001
MDOCCUP	1	0.094785	0.167653	0.565	0.5719
SELFEST	1	-0.00263169	0.018589	-0.142	0.8874
MDSLFEST	1	-0.536611	0.448053	-1.198	0.2312
LOCOFCON	1	0.019694	0.021746	0.906	0.3652
MDLOCCON	1	0.463409	0.403679	1.148	0.2511
ABSENT	1	0.020503	0.010144	2.021	0.0434
DISCIPPR	1	0.005671837	0.035971	0.158	0.8747
MDDISPRB	1	-0.00327166	0.188483	-0.017	0.9862
LAWTRBLE	1	0.062015	0.052050	1.191	0.2336
MDLAWTRL	1	0.068897	0.183668	0.375	0.7076

TABLE C.26

NLS, HOURLY EARNINGS

DEP VARIABLE: LNHRPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	35	88.397629	2.525647	14.056	0.0001
ERROR	1460	262.338	0.179684		
C TOTAL	1495	350.736			
ROOT MSE		0.423891	R-SQUARE	0.2520	
DEP MEAN		1.703844	ADJ R-SQ	0.2341	
C.V.		24.87853			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > !T!
INTERCEP	1	0.831356	0.119591	6.952	0.0001
SES	1	0.004734568	0.001806198	2.621	0.0089
NEAST	1	0.095630	0.031745	3.012	0.0026
SOUTH	1	0.076207	0.029272	2.603	0.0093
WEST	1	0.147357	0.033816	4.358	0.0001
RURAL	1	-0.060610	0.032579	-1.860	0.0630
MDRURAL	1	0.037774	0.108149	0.349	0.7269
ENG	1	0.159904	0.072989	2.191	0.0286
AFQT	1	0.001822549	0.0009157412	1.990	0.0468
MDAFQT	1	0.134489	0.059739	2.251	0.0245
GPA10	1	-0.012066	0.018620	-0.648	0.5171
MDGPA10	1	0.029596	0.040653	0.728	0.4667
CONTR	1	0.105956	0.057634	1.838	0.0662
CONC	1	0.040618	0.055655	0.730	0.4656
LIMCONTR	1	0.073986	0.060858	1.216	0.2243
LIMCON	1	-0.040556	0.039582	-1.025	0.3057
CONEXPTR	1	-0.069834	0.091184	-0.766	0.4439
CONEXP	1	0.039809	0.055304	0.720	0.4718
ACAD	1	0.049953	0.034963	1.429	0.1533
SRVOC	1	-0.016980	0.066388	-0.256	0.7982
SRACAD	1	0.029421	0.051267	0.574	0.5661
LMEXP	1	0.0016048	0.0001429516	11.226	0.0001
TENURE	1	0.011330	0.002549841	4.443	0.0001
HOURS	1	0.002255026	0.0009777527	2.306	0.0212
SESTEEM	1	0.005695438	0.00304041	1.873	0.0612
MDESTEEM	1	-0.030897	0.076384	-0.405	0.6859
NEPOST0	1	0.067938	0.044943	1.512	0.1308
NEPOST1	1	0.062518	0.050047	1.249	0.2118
NEPOST2	1	0.048125	0.054945	0.876	0.3812
NEPOST3	1	-0.086933	0.110382	-0.788	0.4311
NEPOST4M	1	0.123476	0.043452	2.842	0.0046
POST0	1	-0.089566	0.048066	-1.863	0.0626
POST1	1	-0.075146	0.052252	-1.438	0.1506
POST2	1	-0.119780	0.054753	-2.188	0.0289
POST3	1	-0.110789	0.059598	-1.859	0.0632
POSTGTE4	1	0.118298	0.066735	1.773	0.0765

TABLE C.26

NLS, MONTHLY EARNINGS

DEP VARIABLE: LNMTHPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	34	249.631	7.342092	20.013	0.0001
ERROR	1461	535.999	0.366871		
C TOTAL	1495	785.630			
ROOT MSE		0.605699	R-SQUARE	0.3177	
DEP MEAN		6.715739	ADJ R-SQ	0.3019	
C.V.		9.019096			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > !T!
INTERCEP	1	5.830211	0.163996	35.551	0.0001
SES	1	0.005741081	0.002580231	2.225	0.0262
NEAST	1	0.067510	0.045308	1.490	0.1364
SOUTH	1	0.115662	0.041820	2.766	0.0058
WEST	1	0.164701	0.048318	3.409	0.0007
RURAL	1	-0.124764	0.046527	-2.682	0.0074
MDRURAL	1	0.167640	0.154500	1.085	0.2781
ENG	1	-0.049869	0.104153	-0.479	0.6322
AFQT	1	0.003154265	0.001307872	2.412	0.0160
MDAFQT	1	0.163773	0.085361	1.919	0.0552
GPA10	1	-0.040742	0.026596	-1.532	0.1258
MDGPA10	1	0.088237	0.058028	1.521	0.1286
CONTR	1	0.239641	0.082139	2.918	0.0036
CONC	1	0.021973	0.079525	0.276	0.7824
LIMCONTR	1	0.103926	0.086939	1.195	0.2321
LIMCON	1	-0.054853	0.056558	-0.970	0.3323
CONEXPTR	1	0.076142	0.130161	0.585	0.5586
CONEXP	1	0.071214	0.079016	0.901	0.3676
ACAD	1	0.018372	0.049939	0.368	0.7130
SRVOC	1	-0.103742	0.094790	-1.094	0.2739
SRACAD	1	-0.074164	0.073161	-1.014	0.3109
LMEXP	1	0.002352358	0.0002022546	11.631	0.0001
TENURE	1	0.013507	0.003643237	3.707	0.0002
SESTEEM	1	0.006092576	0.004344242	1.402	0.1610
MDESTEEM	1	0.009763731	0.109143	0.089	0.9287
NEPOST0	1	0.047818	0.064210	0.745	0.4566
NEPOST1	1	0.074115	0.071510	1.036	0.3002
NEPOST2	1	0.063580	0.078508	0.810	0.4182
NEPOST3	1	-0.148664	0.157703	-0.943	0.3460
NEPOST4M	1	0.145169	0.062075	2.339	0.0195
POST0	1	-0.457320	0.067422	-6.783	0.0001
POST1	1	-0.497149	0.073159	-6.795	0.0001
POST2	1	-0.531011	0.076880	-6.907	0.0001
POST3	1	-0.441158	0.084353	-5.230	0.0001
POSTGTE4	1	-0.115849	0.095000	-1.219	0.2229

BEST COPY AVAILABLE

TABLE C.27

HS&B, HOURLY EARNINGS

DEP VARIABLE: LNHRPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	68	35.379336	0.520284	3.912	0.0001
ERROR	1594	212.002	0.133000		
C TOTAL	1662	247.381			
ROOT MSE		0.364692	R-SQUARE	0.1430	
DEP MEAN		1.426823	ADJ R-SQ	0.1065	
C.V.		25.57483			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > |T|
INTERCEP	1	1.319031	0.092971	14.183	0.0001
CONC	1	0.031019	0.030740	1.009	0.3131
LIMCON	1	0.018518	0.027797	0.666	0.5054
CONEXP	1	0.004181277	0.032736	0.128	0.8984
MDTRANS	1	-0.275414	0.119904	-2.297	0.0218
ACAD	1	-0.058167	0.040368	-1.470	0.1417
SRVOC	1	0.058606	0.037608	1.558	0.1194
SRACAD	1	0.124258	0.080537	1.543	0.1231
CONTR	1	0.133913	0.046297	2.892	0.0039
LIMCONTR	1	0.132345	0.049428	2.678	0.0075
CONEXPTR	1	0.078572	0.073074	1.075	0.2824
HISPM	1	0.045117	0.033424	1.350	0.1773
NATM	1	0.054901	0.070708	0.776	0.4376
BLM	1	0.058238	0.039137	1.488	0.1370
OM	1	-0.010513	0.089471	-0.118	0.9065
HISPF	1	0.003566201	0.038659	0.092	0.9265
NATF	1	-0.096776	0.077676	-1.246	0.2130
BLF	1	0.027444	0.040440	0.679	0.4975
WHF	1	-0.065317	0.031464	-2.076	0.0381
OF	1	0.052538	0.078201	0.672	0.5018
HCAP	1	-0.00675345	0.028182	-0.240	0.8106
ENG2LANG	1	-0.020410	0.039560	-0.516	0.6060
MDEN2LAN	1	0.132924	0.068980	1.927	0.0542
SES	1	-0.00946018	0.030701	-0.308	0.7580
EAST	1	0.040895	0.028993	1.411	0.1586
SOUTH	1	0.036287	0.024741	1.467	0.1427
WEST	1	0.087373	0.031304	2.791	0.0053
LMEXP	1	0.001540228	0.0003681131	4.184	0.0001
MDLMEXP	1	-0.060355	0.087429	-0.690	0.4901
TENURE	1	-.0000973339	0.0003602705	-0.270	0.7871
MDTENURE	1	-0.036384	0.104700	-0.348	0.7283
TEST	1	0.0007075058	0.00143867	0.492	0.6229
MDTEST	1	0.071281	0.089968	0.792	0.4284
ENROLL	1	-0.013536	0.030399	-0.445	0.6562
POST0	1	0.057545	0.031068	1.852	0.0643
POST1	1	-0.043588	0.038832	-1.120	0.2627
POST2	1	-0.063008	0.074117	-0.850	0.3954
INDETER	1	0.010883	0.029438	0.370	0.7117
MDPOST	1	-0.043317	0.069368	-0.624	0.5324
WORKCOMP	1	-0.00545921	0.014292	-0.382	0.7025
MDWKCOMP	1	0.061369	0.134675	0.456	0.6487
EIGHT	1	-0.012794	0.021577	-0.593	0.5533
MDEIGHT	1	0.025314	0.029400	0.861	0.3894
GPA10	1	0.007451496	0.015269	0.488	0.6256
MDGPA10	1	0.024582	0.037795	0.648	0.5169
WORKINHB	1	-0.015973	0.024930	-0.641	0.5218
SPOUSE	1	0.034233	0.027446	1.247	0.2125
KID	1	0.011382	0.032252	0.353	0.7242
URBANRAL	1	-0.033793	0.019464	-1.736	0.0827
PROFTECH	1	-0.131108	0.061922	-2.117	0.0344
MGR	1	0.031610	0.075777	0.417	0.6766
SALES	1	-0.166449	0.047011	-3.541	0.0004
CLERK	1	-0.090139	0.039037	-2.309	0.0211
CRAFT	1	-0.103110	0.040721	-2.532	0.0114
OPERATE	1	-0.046389	0.041002	-1.129	0.2589
FARM	1	0.775762	0.263584	2.943	0.0033
FARMLAB	1	-0.165877	0.073054	-2.271	0.0233
SERVICE	1	-0.171006	0.037475	-4.563	0.0001
PHHSERV	1	-0.743550	0.102262	-7.271	0.0001
MDOCCUP	1	-0.233511	0.112328	-2.079	0.0378
SELFEST	1	-0.017159	0.012726	-1.348	0.1777
MDSLFEST	1	0.064447	0.223808	0.288	0.7734
LOCOFCON	1	-0.035900	0.015338	-2.342	0.0193
MDLOCCON	1	-0.047057	0.189259	-0.249	0.8037
ABSENT	1	0.014098	0.007455346	1.891	0.0588
DISCIPPR	1	-0.010085	0.026424	-0.382	0.7028
MDDISPRB	1	0.002409388	0.098709	0.024	0.9805
LAWTRBLE	1	-0.051330	0.046327	-1.108	0.2680
MDLAWTRL	1	-0.034148	0.091899	-0.372	0.7103

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TABLE C.27

HS&B, MONTHLY EARNINGS

DEP VARIABLE: LNWTNPA

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	68	172.187	2.532156	9.092	0.0001
ERROR	1594	443.920	0.278495		
C TOTAL	1662	616.107			
ROOT MSE		0.527726	R-SQUARE	0.2795	
DEP MEAN		5.338159	ADJ R-SQ	0.2487	
C.V.		8.326171			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > |T|
INTERCEP	1	6.428730	0.134534	47.785	0.0001
CONC	1	0.046715	0.044482	1.050	0.2938
LIMCON	1	-0.018208	0.040223	-0.453	0.6508
CONEXP	1	-0.00706257	0.047371	-0.149	0.8815
MDTRANS	1	-0.358329	0.173507	-2.065	0.0391
ACAD	1	-0.261500	0.067097	-3.899	0.0001
SRVOC	1	0.045322	0.054428	0.833	0.4051
SRACAD	1	0.061828	0.116548	0.531	0.5958
CONTR	1	0.084062	0.066994	1.255	0.2097
LIMCONTR	1	0.150787	0.071524	2.108	0.0352
CONEXPTR	1	-0.023100	0.105741	-0.218	0.8271
HISPM	1	0.072337	0.048366	1.496	0.1350
NATM	1	0.131977	0.102317	1.290	0.1973
BLM	1	-0.020033	0.056633	-0.354	0.7236
OM	1	-0.039636	0.129469	-0.306	0.7595
HISPF	1	-0.040390	0.055942	-0.722	0.4704
NATF	1	-0.127219	0.112401	-1.132	0.2579
BLF	1	-0.076743	0.058519	-1.311	0.1899
WHF	1	-0.159521	0.045530	-3.504	0.0005
OF	1	-0.020830	0.113161	-0.184	0.8540
HCAP	1	-0.014957	0.040781	-0.367	0.7138
ENG2LANG	1	-0.065332	0.057245	-1.141	0.2539
MDEN2LAN	1	0.110118	0.099817	1.103	0.2368
SES	1	0.083220	0.044425	1.873	0.0612
EAST	1	-0.014916	0.041954	-0.356	0.7222
SOUTH	1	-0.00265345	0.035682	-0.074	0.9409
WEST	1	0.017222	0.045299	0.380	0.7039
LMEXP	1	0.002420308	0.000532677	4.544	0.0001
MDLMEXP	1	-0.043955	0.126514	-0.347	0.7283
TENURE	1	-0.000511962	0.0005213284	-0.982	0.3262
MDTENURE	1	0.033924	0.151506	0.224	0.8229
TEST	1	0.001655181	0.002081824	0.795	0.4267
MDTEST	1	-0.025445	0.138216	-0.195	0.8451
ENROLL	1	-0.227645	0.043989	-5.175	0.0001
POST0	1	0.057594	0.044974	1.281	0.2005
POST1	1	-0.221028	0.056192	-3.933	0.0001
POST2	1	-0.255934	0.107251	-2.386	0.0171
INDETER	1	-0.098771	0.042597	-2.319	0.0205
MDPOST	1	-0.096439	0.100379	-0.961	0.3368
WORKCOMP	1	0.042617	0.020681	2.061	0.0395
MDWKCOMP	1	-0.121033	0.194881	-0.621	0.5346
EIGHT	1	0.009799736	0.031224	0.314	0.7537
MDEIGHT	1	0.00435298	0.042544	0.102	0.9185
GPA10	1	0.011886	0.022095	0.534	0.5932
MDGPA10	1	0.074939	0.054691	1.370	0.1708
WORKINHS	1	0.002849235	0.036075	0.079	0.9371
SPOUSE	1	0.077975	0.039715	1.963	0.0498
KID	1	0.010334	0.046670	0.221	0.8248
URBRURAL	1	-0.044497	0.028166	-1.580	0.1143
PROFTECH	1	-0.178175	0.089685	-1.988	0.0469
MBR	1	0.162697	0.109653	1.484	0.1381
SALES	1	-0.267314	0.068027	-3.930	0.0001
CLERK	1	-0.201777	0.056460	-3.572	0.0004
CRAFT	1	0.019779	0.058925	0.336	0.7372
OPERATE	1	0.00211842	0.059332	0.036	0.9716
FARM	1	1.041696	0.381418	2.731	0.0064
FARMLAB	1	-0.053726	0.105713	-0.508	0.6114
SERVICE	1	-0.263532	0.054226	-4.860	0.0001
PHHSERV	1	-1.161486	0.147970	-7.849	0.0001
MDOCCUP	1	-0.171450	0.162544	-1.055	0.2917
SELFEST	1	-0.018932	0.018415	-1.028	0.3041
MDSLFEST	1	0.062499	0.323861	0.193	0.8470
LOCOFCON	1	-0.025413	0.022183	-1.281	0.2004
MDLOCCON	1	-0.291218	0.273866	-1.063	0.2878
ABSENT	1	0.022912	0.010788	2.124	0.0338
DISCIPPR	1	-0.018362	0.038237	-0.480	0.6311
MDDISPRB	1	-0.096812	0.142836	-0.678	0.5016
LAWTRBLE	1	0.077833	0.067838	1.149	0.2507
MDLAWTRL	1	0.246318	0.132982	1.852	0.0642

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TABLE C.27

NLS, HOURLY EARNINGS

DEP VARIABLE: LNHRPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	35	49.042695	1.401220	11.299	0.0001
ERROR	999	123.889	0.124013		
C TOTAL	1034	172.931			
ROOT MSE		0.352154	R-SQUARE	0.2836	
DEP MEAN		1.523242	ADJ R-SQ	0.2585	
C.V.		23.11873			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > !T!
INTERCEP	1	0.787288	0.117049	6.726	0.0001
NEAST	1	0.086511	0.041023	2.109	0.0352
SOUTH	1	0.066180	0.033349	1.984	0.0475
WEST	1	0.122127	0.040813	2.992	0.0028
RURAL	1	-0.010407	0.030359	-0.343	0.7318
ENG	1	-0.037436	0.043471	-0.861	0.3894
HISM	1	-0.028602	0.046428	-0.616	0.5380
BLM	1	-0.043153	0.047889	-0.901	0.3678
NATM	1	0.059803	0.100892	0.593	0.5535
OM	1	0.025349	0.078046	0.325	0.7454
HISF	1	-0.111795	0.043502	-2.570	0.0103
BLF	1	-0.136929	0.045481	-3.011	0.0027
NATF	1	-0.225182	0.075537	-2.981	0.0029
WHF	1	-0.201387	0.044223	-4.554	0.0001
OTHF	1	-0.133702	0.067564	-1.979	0.0481
AFQT	1	0.002023642	0.0008098942	2.499	0.0126
MDAFQT	1	0.012266	0.063254	0.194	0.8463
GPA10	1	-0.00209956	0.019966	-0.105	0.9163
MDGPA10	1	-0.00335746	0.033226	-0.101	0.9195
CONTR	1	0.085654	0.063980	1.339	0.1810
LIMCONTR	1	0.048127	0.053857	0.894	0.3717
CONEXPTR	1	0.036289	0.082206	0.441	0.6590
CONC	1	-0.046096	0.044210	-1.043	0.2974
LIMCON	1	0.0001226222	0.037285	0.003	0.9974
CONEXP	1	0.031974	0.045268	0.706	0.4802
ACAD	1	0.055106	0.052794	1.044	0.2968
SRVOC	1	0.071415	0.049897	1.431	0.1527
SRACAD	1	0.038043	0.051021	0.746	0.4561
LMEXP	1	0.001596764	0.0001299642	12.286	0.0001
HOURS	1	0.002498275	0.001105296	2.260	0.0240
SESTEEM	1	0.008470982	0.003093939	2.738	0.0063
MDESTEEM	1	0.078592	0.080493	0.976	0.3291
ENROLL	1	-0.061184	0.037765	-1.620	0.1055
POST01	1	0.035713	0.031632	1.129	0.2592
POST23	1	0.041254	0.039073	1.056	0.2913
POST4M	1	0.221030	0.053724	4.114	0.0001

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TABLE C.27

NLS, MONTHLY EARNINGS

DEP VARIABLE: LNMTHPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	34	143.663	4.225386	14.603	0.0001
ERROR	1000	289.359	0.289359		
C TOTAL	1034	433.022			
ROOT MSE		0.537921	R-SQUARE	0.3318	
DEP MEAN		6.479739	ADJ R-SQ	0.3090	
C.V.		8.30158			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > |T|
INTERCEP	1	5.477210	0.171961	31.852	0.0001
NEAST	1	0.162490	0.062593	2.596	0.0096
SOUTH	1	0.217871	0.050616	4.304	0.0001
WEST	1	0.260260	0.062047	4.195	0.0001
RURAL	1	-0.020342	0.046372	-0.439	0.6610
ENG	1	-0.058782	0.066388	-0.885	0.3761
HISM	1	-0.021758	0.070917	-0.307	0.7591
BLM	1	-0.038208	0.073145	-0.522	0.6015
NATM	1	0.040287	0.154113	0.261	0.7938
OM	1	0.114491	0.119138	0.961	0.3368
HISF	1	-0.222974	0.066172	-3.370	0.0008
BLF	1	-0.276360	0.069115	-3.999	0.0001
NATF	1	-0.371784	0.115142	-3.229	0.0013
WHF	1	-0.327281	0.067213	-4.869	0.0001
OTHF	1	-0.218029	0.103083	-2.115	0.0347
AFQT	1	0.003019216	0.001236897	2.441	0.0148
MDAFQT	1	0.035170	0.096621	0.364	0.7159
GPA10	1	-0.017113	0.030491	-0.561	0.5747
MDGPA10	1	0.032000	0.050740	0.631	0.5284
CONTR	1	0.239686	0.097489	2.459	0.0141
LIMCONTR	1	0.128564	0.082219	1.564	0.1182
CONEXPTR	1	0.074770	0.125569	0.595	0.5517
CONC	1	-0.041855	0.067531	-0.620	0.5355
LIMCON	1	0.008249815	0.056951	0.145	0.8849
CONEXP	1	0.061992	0.069144	0.897	0.3702
ACAD	1	0.053926	0.080629	0.669	0.5038
SRVOC	1	0.134162	0.076177	1.761	0.0785
SRACAD	1	0.052862	0.077935	0.678	0.4977
LMEXP	1	0.002497532	0.0001949882	12.809	0.0001
SESTEEM	1	0.013900	0.004723008	2.943	0.0033
MDESTEEM	1	0.039087	0.122932	0.318	0.7506
ENROLL	1	-0.485082	0.055026	-8.815	0.0001
POST01	1	0.094618	0.048239	1.961	0.0501
POST23	1	0.030058	0.059680	0.504	0.6146
POST4M	1	0.199438	0.082064	2.430	0.0153

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TABLE C.28

HS&B, HOURLY EARNINGS

DEP VARIABLE: LNHRPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	68	29.012959	0.426661	4.002	0.0001
ERROR	1120	119.412	0.106618		
C TOTAL	1188	148.425			

ROOT MSE	0.326524	R-SQUARE	0.1955
DEP MEAN	1.444167	ADJ R-SQ	0.1466
C.V.	22.60982		

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > |T|
INTERCEP	1	1.343369	0.099564	13.998	0.0001
CONC	1	0.022230	0.032486	0.807	0.4196
CIPCON	1	-0.015366	0.029948	-0.513	0.6080
CONEXP	1	-0.010063	0.035231	-0.284	0.7761
POTRANS	1	-0.232272	0.130784	-1.776	0.0760
ACAD	1	0.031648	0.056196	0.563	0.5735
SOCC	1	0.054848	0.040215	1.414	0.1577
SPACAP	1	-0.011597	0.100436	-0.115	0.9081
CONTP	1	0.081238	0.047995	1.693	0.0908
CIPCONTR	1	0.141283	0.048524	2.908	0.0037
CONEXPTR	1	0.032470	0.074970	0.433	0.6650
HISPH	1	0.030834	0.033577	0.918	0.3587
WHTP	1	0.000425347	0.000757	0.006	0.9951
BLP	1	0.066347	0.040758	1.481	0.1390
OTH	1	0.007243766	0.000603	0.075	0.9349
HISPF	1	-0.004000816	0.041068	-0.098	0.9223
WHTF	1	-0.088013	0.089303	-1.006	0.3148
BLF	1	-0.024938	0.044036	-0.566	0.5654
WHF	1	-0.048497	0.033074	-1.466	0.1428
CF	1	0.106744	0.100467	1.660	0.0972
NCAP	1	-0.027044	0.029217	-0.960	0.3373
ENGLANG	1	-0.004584488	0.043217	-0.155	0.8769
PDEPZLAN	1	0.109714	0.076849	1.470	0.1418
SES	1	0.020376	0.031991	0.637	0.5243
EAST	1	0.044841	0.030969	1.480	0.1391
SOUTH	1	0.032559	0.028877	1.259	0.2084
WEST	1	0.101974	0.035885	2.841	0.0020
LNEXP	1	0.001744151	0.000340207	4.682	0.0001
PDLPEXP	1	0.020637	0.089691	0.230	0.8181
TENURE	1	-0.000186259	0.000370804	-0.502	0.6156
POTENURE	1	-0.118530	0.106677	-1.111	0.2668
TEST	1	0.001750738	0.001611296	1.086	0.2438
PDTEST	1	0.194748	0.107104	1.818	0.0693
ENROLL	1	-0.034117	0.035618	-0.958	0.3383
PDSTO	1	0.066177	0.031944	2.072	0.0385
PDST1	1	0.034591	0.046831	0.739	0.4603
PDST2	1	0.056532	0.094021	0.601	0.5478
INCETFR	1	-0.004460125	0.031544	-0.141	0.8869
PDPTEST	1	0.010215	0.074464	0.137	0.8909
HCEFFCMP	1	0.016803	0.015323	1.097	0.2731
PDWFCMP	1	0.402676	0.155010	2.597	0.0095
EICMT	1	-0.012516	0.023143	-0.541	0.5888
PDFIGPT	1	0.037478	0.030619	1.224	0.2212
GPA10	1	0.005276625	0.016293	0.324	0.7463
PDGPA10	1	0.037721	0.041338	0.912	0.3617
NOFFIMMS	1	-0.043608	0.027150	-1.606	0.1085
SPCUSF	1	0.019226	0.027584	0.785	0.0746
KIT	1	0.012207	0.032416	0.377	0.7066
LRPFUPAL	1	-0.000181788	0.020796	-0.009	0.9930
PREFTECH	1	-0.135632	0.066475	-2.266	0.0236
PGP	1	0.009536061	0.073344	0.130	0.8966
SALES	1	-0.180602	0.052174	-3.461	0.0006
CLERK	1	-0.096777	0.041688	-2.321	0.0204
CRAFT	1	-0.136048	0.040220	-3.383	0.0007
OPERATE	1	-0.142781	0.041146	-3.470	0.0005
FARM	1	-0.241151	0.237695	-1.015	0.3101
FARMLAB	1	-0.263103	0.077427	-3.398	0.0007
SERVICE	1	-0.184194	0.039948	-4.611	0.0000
PHYSERV	1	-1.044444	0.123923	-8.429	0.0001
PDCFCUP	1	-0.237343	0.111781	-2.123	0.0339
SELFEST	1	-0.217411	0.098452	-2.208	0.0274
PDSLFEST	1	-0.124358	0.232670	-0.534	0.5931
LOCFFCON	1	-0.072442	0.086104	-0.841	0.4006
PDLFCCON	1	-0.073375	0.196054	-0.374	0.7085
ABSENT	1	0.004960076	0.007838171	0.634	0.5263
EISCIEPP	1	-0.026522	0.027056	-0.980	0.3272
PDTSFRR	1	-0.048189	0.116851	-0.412	0.6800
LABTPPLE	1	-0.024477	0.045854	-0.213	0.8316
PDLAWTRL	1	0.022426	0.095131	0.236	0.8137

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TABLE C.28

HS&B, MONTHLY EARNINGS

DEP VARIABLE: LNMTHPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	68	37.452989	0.550779	4.616	0.0001
ERROR	1120	133.641	0.119322		
C TOTAL	1188	171.094			

ROOT MSE	0.345430	R-SQUARE	0.2189
DEP MEAN	6.607113	ADJ R-SQ	0.1715
C.V.	5.22816		

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR HO: PARAMETER=0	PROB > |T|
INTERCEP	1	6.555102	0.101523	64.568	0.0001
CONC	1	0.016149	0.034367	0.470	0.6385
LIBCON	1	-0.013861	0.031682	-0.438	0.6618
CONSTP	1	-0.019833	0.037271	-0.532	0.5947
MOTHERS	1	-0.209658	0.150367	-1.394	0.1300
ACAD	1	0.007618785	0.059444	0.128	0.8980
SRVCC	1	0.044912	0.042541	1.056	0.2913
SPACAD	1	0.054523	0.106246	0.513	0.6079
CONTP	1	0.053011	0.050774	1.044	0.2967
LIBCONTP	1	0.109984	0.061369	1.440	0.0326
CONSTPTP	1	-0.00744052	0.079511	-0.094	0.9253
HISPP	1	0.027561	0.035521	0.776	0.4380
NATP	1	0.010205	0.073706	0.138	0.8900
BLP	1	0.042394	0.043118	0.983	0.3257
OM	1	-0.038559	0.101463	-0.380	0.6970
HISPF	1	-0.025782	0.043443	-0.593	0.5530
NATF	1	-0.080334	0.094474	-0.850	0.3953
BLF	1	-0.038926	0.046898	-0.836	0.4036
WHF	1	-0.077828	0.034990	-2.224	0.0263
OF	1	0.125625	0.106263	1.182	0.2374
MCAF	1	-0.046303	0.030908	-1.498	0.1344
ENGZLANG	1	0.021039	0.045714	0.460	0.6454
FOREZLAN	1	0.160087	0.078951	2.028	0.0428
SEX	1	0.057382	0.033844	1.695	0.0903
EAST	1	0.063354	0.032762	1.934	0.0534
SOUTH	1	0.045078	0.057268	1.793	0.0732
WEST	1	0.082389	0.034790	2.368	0.0180
LNFSP	1	0.001752463	0.000560569	4.314	0.0001
FOLPESP	1	-0.034333	0.094857	-0.362	0.7175
TERTSF	1	-0.000116961	0.000323557	-0.303	0.7618
POTENERE	1	-0.104204	0.112854	-0.923	0.3560
TEST	1	0.001416393	0.001588226	0.892	0.3727
POTEST	1	0.169482	0.113358	1.496	0.1350
ENRCLL	1	-0.085328	0.037680	-2.265	0.0237
POST0	1	0.040676	0.033754	1.204	0.2290
POST1	1	0.034474	0.049543	0.696	0.4867
POST2	1	0.064753	0.099465	0.651	0.5152
INCFTER	1	-0.018007	0.033376	-0.540	0.5896
POPCST	1	0.025091	0.078776	0.319	0.7502
POSPCCMP	1	0.021881	0.016210	1.350	0.1773
POWPCCMP	1	0.377793	0.164958	2.291	0.0222
EIGHT	1	-0.016018	0.024483	-0.654	0.5131
POFIGHT	1	0.033383	0.032392	1.031	0.3030
EPAIO	1	0.012227	0.017237	0.709	0.4782
POCPAIO	1	0.030198	0.043756	0.691	0.4900
MOPRIPHS	1	-0.032195	0.028722	-1.121	0.2626
SPCUSF	1	0.040554	0.029101	1.390	0.1649
KIC	1	0.017581	0.034293	0.513	0.6083
URPPUPAL	1	0.008436747	0.021994	0.384	0.7013
PREFTECH	1	-0.126634	0.070324	-1.801	0.0720
HGP	1	0.050054	0.077591	0.645	0.5190
SALES	1	-0.250816	0.055153	-4.548	0.0001
CLERK	1	-0.123544	0.044102	-2.801	0.0052
CRAFT	1	-0.047732	0.042549	-1.122	0.2622
OPERATE	1	-0.055299	0.043529	-1.270	0.2042
FARM	1	-0.096138	0.025466	-3.774	0.0004
FARMLAB	1	-0.160913	0.075557	-2.130	0.0334
SERVICE	1	-0.241385	0.042261	-5.712	0.0001
PRISERV	1	-0.986518	0.131095	-7.525	0.0001
PCCCCUP	1	-0.293412	0.118253	-2.481	0.0132
SELFEST	1	-0.114765	0.044432	-2.582	0.0099
POSLFEST	1	-0.149090	0.246142	-0.606	0.5448
LOCCFCON	1	-0.034712	0.017036	-2.038	0.0418
POLCCCON	1	-0.141056	0.207450	-0.680	0.4967
ABSENT	1	0.004496181	0.009292033	0.483	0.5076
DISCIPPR	1	-0.110946	0.028624	-3.877	0.0001
POCIKPRP	1	-0.133688	0.110513	-1.209	0.2269
LAWTPPLE	1	0.036556	0.048496	0.753	0.4513
POLAWYRL	1	0.074112	0.100639	0.736	0.4616

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TABLE C.28

NLS, HOURLY EARNINGS

DEP VARIABLE: LNHRPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	35	31.174577	0.890702	7.838	0.0001
ERROR	723	82.156429	0.113633		
C TOTAL	758	113.331			
ROOT MSE		0.337094	R-SQUARE	0.2751	
DEP MEAN		1.587917	ADJ R-SQ	0.2400	
C.V.		21.22872			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > !T!
INTERCEP	1	1.178165	0.162196	7.264	0.0001
NEAST	1	0.055255	0.047338	1.167	0.2435
SOUTH	1	0.042070	0.038979	1.079	0.2808
WEST	1	0.104755	0.047114	2.223	0.0265
RURAL	1	-0.045896	0.034819	-1.318	0.1879
ENG	1	0.008370971	0.049067	0.171	0.8646
HISM	1	0.004987169	0.050350	0.099	0.9211
BLM	1	-0.029588	0.051690	-0.572	0.5672
NATM	1	0.126258	0.105094	1.201	0.2300
OM	1	0.002714287	0.086010	0.032	0.9748
HISF	1	-0.127823	0.047674	-2.681	0.0075
BLF	1	-0.173052	0.050520	-3.425	0.0006
NATF	1	-0.138196	0.084852	-1.629	0.1038
WHF	1	-0.165086	0.049261	-3.351	0.0008
OTHF	1	-0.082073	0.078446	-1.046	0.2958
AFQT	1	0.002593316	0.0008887948	2.918	0.0036
MDAFQT	1	-0.019213	0.069582	-0.276	0.7825
GPA10	1	-0.020012	0.022671	-0.883	0.3777
MDGPA10	1	-0.00649354	0.037242	-0.174	0.8616
CONTR	1	0.080881	0.064912	1.246	0.2132
LIMCONTR	1	0.028388	0.058562	0.485	0.6280
CONEXPTR	1	-0.036210	0.086132	-0.420	0.6743
CONC	1	-0.020154	0.050189	-0.402	0.6881
LIMCON	1	0.015539	0.042328	0.367	0.7137
CONEXP	1	-0.010716	0.051666	-0.207	0.8357
ACAD	1	0.128792	0.060288	2.136	0.0330
SRVOC	1	0.094382	0.055138	1.712	0.0874
SRACAD	1	0.047915	0.058615	0.817	0.4139
LMEXP	1	0.001465267	0.0001395422	10.501	0.0001
HOURS	1	-0.004921	0.002259245	-2.178	0.0297
SESTEEM	1	0.007587541	0.003431456	2.211	0.0273
MDESTEEM	1	0.095808	0.093435	1.025	0.3055
ENROLL	1	-0.075163	0.049020	-1.533	0.1256
POST01	1	0.042547	0.034556	1.231	0.2186
POST23	1	0.019421	0.045229	0.429	0.6678
POST4M	1	0.252083	0.059568	4.232	0.0001

TABLE C.28

NLS, MONTHLY EARNINGS

DEP VARIABLE: LNMTHPAY

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	34	34.878096	1.025826	8.396	0.0001
ERROR	724	88.459932	0.122182		
C TOTAL	758	123.338			
ROOT MSE		0.349546	R-SQUARE	0.2828	
DEP MEAN		6.756766	ADJ R-SQ	0.2491	
C.V.		5.17327			

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR H0: PARAMETER=0	PROB > |T|
INTERCEP	1	6.205237	0.131375	47.233	0.0001
NEAST	1	0.046249	0.049063	0.943	0.3462
SOUTH	1	0.050056	0.040418	1.238	0.2159
WEST	1	0.123813	0.048810	2.537	0.0114
RURAL	1	-0.025635	0.036010	-0.712	0.4768
ENG	1	0.0008061561	0.050870	0.016	0.9874
HISM	1	-0.00693325	0.052190	-0.133	0.8944
BLM	1	-0.055369	0.053517	-1.035	0.3012
NATM	1	0.104519	0.108937	0.959	0.3377
OM	1	0.016612	0.089119	0.186	0.8522
HISF	1	-0.171464	0.049118	-3.491	0.0005
BLF	1	-0.217805	0.052038	-4.185	0.0001
NATF	1	-0.201149	0.087599	-2.296	0.0219
WHF	1	-0.204848	0.050819	-4.031	0.0001
OTHF	1	-0.091212	0.081329	-1.122	0.2624
AFQT	1	0.002716712	0.0009213054	2.949	0.0033
MDAFQT	1	-0.036756	0.072097	-0.510	0.6103
GPA10	1	-0.033862	0.023421	-1.446	0.1487
MDGPA10	1	-0.00967564	0.038615	-0.251	0.8022
CONTR	1	0.104890	0.067239	1.560	0.1192
LIMCONTR	1	0.021621	0.060712	0.356	0.7219
CONEXPTR	1	-0.055459	0.089279	-0.621	0.5347
CONC	1	-0.031982	0.052013	-0.615	0.5388
LIMCON	1	0.00962456	0.043887	0.219	0.8265
CONEXP	1	-0.017313	0.053564	-0.323	0.7466
ACAD	1	0.138868	0.062494	2.222	0.0266
SRVOC	1	0.106953	0.057139	1.872	0.0616
SRACAD	1	0.046882	0.060780	0.771	0.4408
LMEXP	1	0.001474066	0.0001446964	10.187	0.0001
SESTEEM	1	0.007035803	0.003556983	1.978	0.0483
MDESTEEM	1	0.102233	0.096883	1.055	0.2917
ENROLL	1	-0.089274	0.050804	-1.757	0.0793
POST01	1	0.049255	0.035828	1.375	0.1696
POST23	1	0.027633	0.046884	0.589	0.5558
POST4M	1	0.265025	0.061741	4.293	0.0001

TABLE C.29

HIGH SCHOOL CURRICULUM BY
RACIAL/ETHNIC BACKGROUND AND GENDER

High School Curriculum	Black Male	Hispanic Male	White Male	Black Female	Hispanic Female	White Female
Academic	6.1	7.9	16.5	4.5	6.9	12.1
Vocational	17.1	21.1	25.5	26.9	34.8	38.7
General	28.8	28.7	37.0	23.3	28.3	30.7
Dropout	47.9	42.2	21.0	45.4	30.1	18.5

SOURCE: National Longitudinal Survey of Labor Market Experience - New Youth.

NOTE: All numbers are percentages within the column; curriculum categories based upon high school transcripts.

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